


YOUR HOME AND YOU

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YOUR HOME



THE MACMILLAN COMPANY OF CANADA LIMITED

and YOU



CARLOTTA C. GREER

ELLEN P. GIBBS

Grateful acknowledgment is made to the staff of the School of Home Economics, University of Manitoba, for the work done on measurements, Government regulations and reference materials of the Canadian edition of Your Home and You, revised edition.

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Revised Canadian Edition

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PREFACE

Your Home and You is a basal text for students of home and family living. Since home and family living concerns every family member, the text has been designed for both boys and girls. The book is organized in five units for use either as a complete course text or as units and chapters individually adaptable to school facilities and schedules.

Unit I, "You, A Likeable Teen-ager," consists of four chapters which deal with personal development. Satisfying relationships with parents, brothers, sisters, and friends of the teen-age student are emphasized.

Unit II, "Foods You Like and Need," appeals to the teen-ager's desire to improve his looks and explains the importance of eating the right foods. Canada's Food Guide devised by the Canadian Council on Nutrition are the basis of nutrition study. The use of packaged mixes, commercially canned and frozen foods, and short cut cooking techniques are included with the fundamentals of food preparation. Meal planning, food buying guides, and recipes are integrated with each food group discussion.

Unit III, "Living with Children," aids girls and boys to realize the influence of their attitudes and actions upon younger sisters and brothers. The responsibilities of baby sitters are emphasized. As preparation for these responsibilities, the teen-ager is helped to understand why babies and young children behave as they do.

Unit IV, "Looking Your Best," gives basic good grooming information to girls and boys. Particular attention has been paid to the choice of clothing becoming to the individual and suitable for the occasion. Three chapters on clothing construction include quick method techniques to speed up construction processes where such techniques give satisfactory results.

Unit V, "Teen-agers at Home," shifts the focus from individual teen-agers to their part in family living. Money management, decorating principles, efficient housekeeping skills, home nursing procedures, and hints for family fun and entertaining are the principal topics discussed.

Each chapter concludes with suggested class activities and discussion questions. Bibliographies of supplementary readings have been prepared for each chapter. Safety precautions are featured with related text matter. The Appendix has food buying charts, cooking timetables, and calorie charts. Suggested films and filmstrips for each unit are also included in

the Appendix. The Index is detailed with ample cross references. In addition, there is a separate index of recipes for quick reference.

Pertinent illustrations accompany the text matter. Basic food recipes and clothing construction processes are detailed and illustrated with special step-by-step photographs.

Many persons have contributed valuable suggestions to the authors in the preparation of this book. Grateful acknowledgment is due Dr. Helen Hunscher, Head of Home Economics Department, Flora Stone Mather College, Western Reserve University, for advice concerning Unit II.

The authors appreciate the helpful suggestions of the following home economists of public schools: Miss Dorothy Ellen Jones, Directing Supervisor of Home Economics, Cleveland, Ohio; Mrs. Dorothea Marlow, Supervisor of Home Economics, Shaker Heights, Ohio; Miss Isabel Tomlinson, Head of Home Economics Department, John Hay High School, Cleveland, Ohio; and Miss Elizabeth Wilder, Head of Home Economics Department, Parma, Ohio.

Credit is due Mrs. Winifred I. Weir of the Home Economics Department, John Hay High School, Cleveland, Ohio, whose recipe format the authors adapted for use in this book.

We wish to express our thanks to Mrs. Frank Rollings who read the section on flower arrangement and gave permission to use photographs of her work taken by the Cleveland *Plain Dealer*; to Miss Delphine Whaling for supplying a photograph of Rocky River High School students; and to Miss Clara Ewalt, formerly journalism specialist in the Cleveland Schools, for suggestions regarding the manuscript.

We appreciate the assistance and encouragement of Mr. Lewis F. Mayer, Superintendent of Fairview Park Schools, and faculty members of Fairview High School. To Miss Alberta Nichols and Miss Kathleen Wachsmuth particularly we are indebted for help in preparing portions of the manuscript for use in classes at Fairview High School.

Throughout the preparation of this text, the authors' goal has been to enable students to become more effective family members in their present homes and in homes they will share in the future.

PREFACE TO THE CANADIAN EDITION

The Canadian revision has been prepared by the staff of the School of Home Economics, University of Manitoba. For their valuable suggestions we wish to acknowledge our indebtedness to the Department of Education, British Columbia; Miss Berneice MacFarlane, Supervisor of Home Economics, Department of Education, Alberta; Miss Helen Janzen, Supervisor of Home Economics, Department of Education, Manitoba; and Miss Beth Crosby, DuPont of Canada Limited.

Publishers and authors have kindly granted permission to use copyrighted material; business and industrial firms have supplied illustrations; charts and other materials have been adapted from publications of the Canadian Home Economics Association and the Canada Department of Agriculture. Individual acknowledgments appear in connection with the photographs or material contributed. Canadian statistics, references, information are used; Canada's Food Guide is referred to throughout.

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UNIT I

YOU, A LIKEABLE TEEN-AGER

The happiness and success of your teen-age years depend greatly upon the friendships which you make. In order to have friends, you must be a true friend. Qualities of a true friend are loyalty, understanding, honesty, and dependability. These qualities also make you a better family member.

Not only are your physical characteristics determined by your parents, but also many of your traits of character are acquired at home. A good home is built on love and kindness, forgiveness, unselfish giving, and sharing. In the family you learn to assume responsibility for your actions. How you act in public reflects your home training.

Thoughtfulness and kindness, building stones for a good home, are the basis of good manners. Manners are not learned for special occasions but for the daily pleasure and comfort of others. They are simply ways of treating others as courteously as you wish to be treated.

You are looking forward to being treated as a grown-up. The choice of leisure time activities is yours. Part-time jobs may be available. Many teen-agers start hobbies which lead to vocations. During these years you are looking ahead to a career or more schooling in preparation for a career. Now is the time to find out for which occupation you are best suited.

Chapter 1



Hays from Monkmeier

You and Your Friends

Ups and Downs. “Hi!” “Howdy!” “Hi there!” That’s the chorus which greeted you as you joined your friends hurrying up the walk to MacDonald High. You were anxious to see the notice on the bulletin board in the lobby. The cast for the Stagecrafter’s play had just been posted. As you opened the door someone shouted to you, “Come and see. You made it! And so did Carol and Joe.” Lucky you! It was not the leading role, but it was the part you wished. You managed an excited “Thanks” to those who congratulated you and hoped you weren’t just daydreaming.

You were enjoying one of the good days—a day when success came your way. You were glad Carol was sharing it, too, after all the trouble she had yesterday.

Carol got up too late to stop for her breakfast. In her hurry she forgot her book report which meant a lowered mark in English. During lunch Carol overheard her friends talking about a party for Jean and realized she had not been invited. Before dinner her dad came home just as Carol and her brother were having a big argument over which programme to see. At that Mr. White announced that there would be no more viewing of television for either of them that night.

Why did Carol get so upset and involved? Here are some reasons:

1. *Everyone needs food and rest.* Carol went without breakfast and had stayed up an extra hour finishing her report which she had neglected in study hall.

2. *Everyone wishes to succeed* and to be considered dependable. Carol was upset because her report was late.

3. *Everyone needs friends who approve of him and like to have him around.* Carol was feeling sorry for herself because she was not included in her friends' plans.

4. *Everyone needs to be on good terms with himself.* Carol was rather ashamed because she had started the argument with her brother.

Do you sometimes have bad days like that when everything goes wrong? If you do, you have a great deal of company. Everyone has ups and downs. Perhaps you don't understand why some days are better than others.

Who Are You? The better you understand yourself and the reasons for your actions the better you can manage your life. Some people may think of of you as a "typical teen-ager." Actually, you are not like everyone else your own age. There is only *one* you. No one else has the same combination of abilities, experiences, feelings, or strong and weak points.

You are you because of your parents and your ancestors. From them you *inherited* the colour of your eyes, your body build, the shape of your hands, your blood type, and similar characteristics. Unless you are an identical twin, there is no one in your family who has the same inheritance as you do.

You have *acquired* some traits and habits just by living with people. You may speak with a delightful drawl,

if you grew up where people talk that way. You may be a cheerful, happy person because you've learned from others to look on life happily. Little Johnny down the street learned to throw tantrums because he found that people would indulge him if he kicked and screamed hard enough.

Many of your political views and religious beliefs, as well as your manners, have come from experiences in living with other people. *Every person you have met—every experience you have had, has made a difference in what you are and the way in which you behave.*

Growing Pains. When Jane was a baby, older people did everything for her; all was centred about Jane. As a little child she was eager to do more and more for herself. She struggled against everything which "hemmed her in." She wanted more freedom to do everything her way. For years she has looked forward to being "grown-up." Now as a teen-ager Jane is discovering that making her own decisions and learning to do all that her parents and teachers expect of her is a big order. Sometimes she would like to go back to the easy ways of childhood. At other times Jane is so anxious to be independent that she resents advice and rebels against all adult regulations. Part of the time Jane *behaves like a child, and part of the time she acts like a grown-up.*

Teen-agers are treated like children sometimes because they have often been thoughtless as well as careless. Frank, in the past three months, has mislaid his jacket, his watch, and a



Ewing Galloway

1-1. Family resemblances are inherited. Habits and attitudes are acquired through daily association with family members and other people.

library book. Carelessness about his belongings makes extra work for someone. Pat is often late for meals, keeps everyone waiting while she dresses, and seldom meets her friends at the promised time. Pat's tardiness may make the whole family late for church, upset her mother's plans, and aggravate Pat's friends. Frank and Pat show little concern for the way their actions affect other people.

Sue, on the other hand, realizes her responsibilities to other people. She willingly baby-sits for her small brother so that her mother can get dinner ready without interruption. She doesn't ask for new clothes when the budget won't allow it because she knows her mother may have to go without something to buy them.

You can prove to your parents and teachers that you should be allowed more freedom. You show that you are dependable in these ways:

Keep your promises.

Be responsible — carry your share of the load.

Adapt yourself to changes in plans — learn to face disappointments.

Be tolerant — try to understand why others feel and act as they do.

Accept those things which cannot be changed.

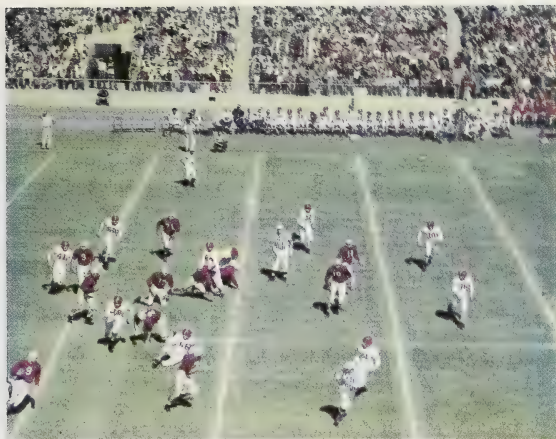
Think less of "What do I get?" and more about "What can I do to help?"

Standing Up to Your Problems. A few minutes' talk with Joe or Sally or Ray will show you that everyone has problems of one kind or another. When you can't get along with someone you know, when you disagree with your parents, or when you have trouble at school, how do you solve your problems? You show how grown-up or how childish you are by the way you act under trying conditions.

Bob didn't make the *varsity* basketball team. Naturally he was disappointed. He might have said, "The coach has it in for me" or "I didn't have a chance with all the tall fellows in school this year." Instead Bob showed that he was growing up. He decided to work harder than ever on the *second* team. He talked to his gym teacher and found he'd been so intent on scoring points himself that his teamwork has suffered. Bob joined the noon and after school practice groups. By working hard with the fellows he is becoming a good, all-round player whose support

1-2. Members of the second team are ready for a chance to go into the game as substitutes. They have found that team spirit and team co-operation are more important than individual talents for scoring points.

Walter Cole from Shostal



is valuable as a substitute. The coach is proud of Bob's progress and his fine team spirit. He knows Bob will always do his best whether he's playing in the game or cheering from the sidelines.

Sometimes we make "mountains out of molehills." Be sure not to build small worries into large worries. If it's something for which there is no help, stop worrying and forget it. If you find you have a *real* problem, try these suggestions:

Find out what is the cause of your problem. Talk it over with someone whose judgment you trust.

Decide what you can do to overcome it.

Begin *at once* to carry out your plan for solving it.

Choosing the Best. Your experiences and your heredity are not the only things which have made you what you are. From the time you started to make decisions—even the simple choice of one toy rather than another—you *have played a part in shaping your own life*. As you grow

older there will be more and more chances for you to control your experiences. You can choose to do what is good for you. You can avoid experiences which keep you from doing your best. You don't have to go around with others who do things you know are wrong. You can drift along without much effort or you can discover how to make the most of your abilities. *It is within your power to do something about what you are and what you become.*

There is always, *as long as you live*, a chance for growth. You will work hard for those things you want very much. Many well-known people in every line of work began life handicapped or had some misfortune which made it seem that they must surely give up. Glenn Cunningham, Helen Keller, and many others overcame every obstacle because they had the courage to keep on trying. *Things* can affect you and *people* can help or hinder you, but *final success or failure is up to you*. The decisions are yours to choose and uphold.

If you have some ideals or guides to follow, it will be easier for you to *make decisions and stand by them*. When you wonder what you should do, ask yourself:

Will it help or hinder in the long run?

Will it harm anyone else?

Is there a better way?

Getting Along with Others. You have been trying to understand yourself—what you are and the causes of your actions. You have learned that to be mature or grown-up you must *think less about yourself and more about others. Wherever you are, you are in contact with people*—with your family at home, your classmates at school, or your associates at work. If you want the best life possible, you will learn to like and get along with people.

What Do You Want Most? The Gordons moved to Shelby late in August. It was the first day of school and Larry set out early to meet some of the fellows on his street who played football at Shelby High. Although it was really time to get started, his sister, Linda, still looked into the mirror anxiously. Her skirt was well pressed; her blouse was freshly crisp and clean. She straightened her belt and took another look at her hair. As she stepped out of the door, these questions came to her:

How would she appear to all the new people she was going to meet?

Would they like her? Would they like her brother?

Would they welcome them, be friendly, take them in?

In making a new start Linda hoped for a number of things. She wanted to get along well in school, to play in the school band, and to become a member of the high school chorus. More than anything else she wanted friends, real friends who would like her and value her friendship, among both boys and girls in the new school.

How would she make friends? Like many other teen-agers, Linda was not sure. She knew that some people draw many friends to them while others fail to do so. Why? She wondered if Larry would make the team. He was so anxious to play, and he had not been too popular in the last school they attended.

Of course, you, like Linda and Larry, want to make friends and get along well with people. Everyone needs friends to make life happy and interesting. You depend on others for comfort and support when things go wrong. You need them around to share the fun and pleasure of living. Your friends depend upon you during the high and low moments of their lives, too.

To have friends you must learn to be a true friend. You need to develop such qualities as loyalty, genuine understanding, and dependability. The way you behave may attract people to you or drive them away. One of the best ways to show friendliness is to *treat people as you would like to have them treat you.*

Interest in Others Is the Key. John's chief interest is in dramatics. In his photograph album, John has pictures of himself in costume from

1-3. Each student contributes to the success of the play by co-operating with all the other persons working on the production.

Kents Hill School from Wayne Davis



each play in which he has had a part. He always shows his book to each new member of the club. He enjoys performing on the stage of their school auditorium with its fine, up-to-date equipment. In spite of all his ability and interest John has few friends and is not well liked by other members of the Dramatics Club. The sponsor of the club is concerned, too, because he finds it difficult to get students to work with John. John is so occupied with himself and what he is doing that he can think and talk of nothing else.

John is too self-centred to attract friends. He hasn't learned that a *sincere interest in others and what they are doing opens the door to friendships*. Friends are not made by trying to interest others in yourself. Among real friends there is a good balance in giving and taking, in talking and listening, and in doing favours and having them done for you.

Learn to Listen. If you are interested in talking to Mary Jo and Peter, you will soon find out what interests

them. In case you find you like the same things, conversation will be easy. If another's interests differ from yours, let him talk. *Be a good listener*; that is, make the other person feel that *his ideas are worth hearing*. A real interest in the person to whom you are talking and close attention to what he has to say helps to make you well liked. You don't have to agree with all opinions of your friends. Often the traits, hobbies, and opinions which make them different are the very things which arouse your interest in them.

A Good Sense of Humour—a Saving Grace. Bill Adams was elected president of the Student Council in a hard-fought election. A large number of students were keenly disappointed that the other candidate did not win. In this tense atmosphere, Bill accepted his office in a speech which began with a joke on himself. Immediately the feeling of the crowd changed. Bill had relieved a tense moment with his sense of humour. A sense of humour often saves the day.

Can a person develop a sense of humour? Joe says he cannot repeat a funny story that someone else has told. You do not have to tell funny stories or say funny things to show a sense of humour. A sense of humour is the ability to see the funny side of things. It helps you enjoy or appreciate an amusing or comical situation. *To develop a sense of humour forget yourself and become interested in things which are unusual and good for a laugh.* Be careful not to poke fun at others in a way that hurts them just to be clever or funny. You can have a good time without making fun at the expense of others.

Cheerfulness Is Catching. Betty's classmates like her. As she walks down the hall many students speak to her. Her teachers like her and are glad to have Betty in class. What makes her well liked? *Betty is happy and cheerful.* She is pleasant to have around. Something within her makes her radiate cheer and good feeling. She doesn't let worry and trouble "get her down." She always has a smile for everyone. Just being around Betty gives you a lift, and soon you're smiling, too. Do you have that effect on those about you? If not, cultivate the habit of being cheerful. No one enjoys having a "sour puss" around.

Think before You Speak. Jane might have said to Mary, "Your hair looks a sight parted in the middle! Why don't you try a side part?" Instead she commented thoughtfully, "Mary, did you see that article on hair styling in the last issue of 'Sixteen'?" One of the models has a face

shaped exactly like yours and curly hair, too. I love to try new hairdos. Would you let me try to comb your hair like hers?" You are *tactful* when you consider how things you say or do will affect others. Often it is not so much *what* you say but *how* you say it that will hurt another's feelings or serve as good advice.

Sometimes it is well to *know when to keep still.* A gossip tongue can do much damage. Keep your conversation free from criticism. If you talk about Joan or Gary to one friend, he may believe that you will be catty and critical of him when you talk to others in his absence. When you can't think of something good to say, remain silent.

Of course, you won't be afraid to *talk when you should.* If you are a true friend you will speak up to defend your friend when others say unkind or unfair things about him. That's when your loyalty will mean much to him. Be generous, too, in expressing approval. A sincere compliment or a word of appreciation will give others a lift. You will feel better, too, for expressing a friendly feeling.

Cultivate a pleasant voice. You can learn to change the pitch of your voice and to avoid talking too fast or with a nasal twang. A recording of your voice by your speech or music teacher will help you realize how you sound. Follow their suggestions to improve. Some voices carry very readily. Many teen-agers should "reduce their volume" especially indoors for their voices sound loud and harsh.

Does your constant chatter bore other people? Be careful to let others have a chance to talk. Don't go on and on about yourself and your activities. Of course you want to be able to carry on a good conversation. Give some thought to what you will say. Read and study so you'll *have something worth saying*.

Do you express yourself clearly? The person who says, "I know, but I don't know how to say it," often is lazy. He hasn't tried to learn new words or practised telling amusing incidents to develop the skill to choose words which express his ideas.

Keep Friendships Alive. Did you phone Sandra to thank her for leaving the record you wanted? Did you write to your Aunt Mary to thank her for the birthday present she sent to you? Did you offer to explain Carol's math homework the day she stayed out to take care of her mother? All of these are little things, but they mean a great deal. Such thoughtfulness lets your friends know that you are *thinking of them*.

Samuel Johnson, a famous British writer, said it this way: "a man should keep his friendships in constant repair." It is a fine thing to have a friend your own age who shares your interests and grows along with you. You will widen your circle of friends as you take part in new activities, but new friends never take the place of tried and true old friends.

Sending Your Feelings to School. The way you feel is important, for your feelings influence the way you behave. Your actions, in turn, may

arouse pleasant or unhappy responses in other persons. Whether or not you can control your feelings is important in getting along with people. Strong feelings or emotions are nothing to be ashamed of but they need to be "educated." *Your mind rather than your emotions should control your actions.*

Your emotions can add much to life if you cultivate the good ones of affection, good will, and joy, and rid yourself of those which lead to misunderstandings and distrust. Anger, envy, and jealousy are strong feelings or emotions which may cause people to do and say things they regret. It is hard to regain another's confidence and trust after a flare of temper and heated words.

When you feel anger mounting within you, your body is releasing energy. Make that spurt of energy count for something. Get away from the person or thing which is making you angry. Take a walk, play a set of tennis, scrub the floor, or do some other work to "let off steam." Think of something else. Get the angry thought out of your mind. Make no decisions until you have yourself under control and your mind can direct your actions.

Jealousy is aroused when another's success makes you seem less able and successful than he is. Someone else is getting the attention and praise you desire. Suppose John rated first place while you were second in the speech contest, or Mary was elected president instead of you. Put yourself in the other person's place. Show good



1-4. Picnicking is a favourite teen-age activity. Friends have the chance to enjoy one another's company in a small group.

A. Devaney, Inc., N.Y.

sportsmanship by congratulating John on winning the contest. Help Mary to be a good president. Learn to be graceful in helping another enjoy justly earned success.

Boy and Girl Friendships. Interest of teen-age boys and girls in each other is a natural, normal part of growing up. To get along well with those of the other sex, you need to know their interests, to understand their viewpoints, to know how they feel about sports, hobbies, school, work, and friends.

First dating experiences should give you a chance to associate easily and pleasantly with members of the opposite sex. Wise parents and teachers help provide such occasions for you. Where groups of couples share the fun of school dances or parent-sponsored parties, young daters can practise and gain confidence in their dating skills. Double dates for skating, school activities, and movies provide good times in smaller groups.

It is well for those in their early teens to have many friends of the op-

posite sex rather than to narrow their dates down to a single "steady." You limit your opportunities to find out what other boys or girls are like when you "go steady" during early high school years.

If you are a boy, you may discover from dating Joan to beware of girls who must always have their way. On dates with Peggy you learn the courtesies girls appreciate. You learn that being with Judy is fun whether you are swimming, dancing, or just working on a committee.

If you are a girl, you learn to share Joe's keen interest in sports. By dating Jim you develop your talent for easy banter and wisecracking and learn to take good-natured teasing in your stride. Your dates with John, who is a talented musician, lead you to understand and appreciate fine music. All such experiences broaden your interests and help you to get along with many types of people.

Friendships with the other sex are formed easily where you have similar interests, likes, and dislikes. Take an

active part in school events, community activities for teen-agers, and in club and church groups where you will meet both boys and girls. It is not necessary to be a member of the most popular group in your school to have good times and happy school memories. You can make a place for yourself by being sincerely interested in others and ready to lend a helping hand wherever you can.

Both boys and girls agree that they like someone who is:

- Fun to be with.
- Easy to talk to.
- A good listener.
- A good sport.

FOR YOU TO DO

1. Have volunteers prepare brief skits showing childish behaviour of teen-agers when they cannot do or get something they wish. After discussion of each skit by the class, act out better, more grown-up ways of behaving under similar situations.

2. Prepare a question box into which class members may put problems they would like to have discussed in a panel discussion. Appoint a committee to sort the questions and decide whether the panel will be all-student or will include adults such as parents or teachers.

3. Divide the class into "buzz"

You stand a good chance of attracting the special boy or girl that you wish to like you when you follow these suggestions for making friends. The same qualities of loyalty, understanding, honesty, and sincerity are important in all friendships.

Above all, relax and *be yourself*. By imitating others you seem to be what you are not. Never let others urge you on to behaviour of which you and your family do not approve. *Have your own standards and live up to them if you would be true to the kind of person you are and wish to be.*

groups for boys to discuss "Girls We Like to Date" and girls to discuss "Boys Who Are Good Dates." Summarize the suggestions in class, and have a committee prepare copies for each member.

4. Take a good look at yourself. List the traits you believe are your strong points.

5. Discuss with your class how doing something well gives you confidence.

6. List the weaknesses you need to overcome to be a more likable person. Choose one weakness and begin to correct it. Later have an "experience" meeting for each to report his progress.

OTHER BOOKS AND BOOKLETS TO READ

BAILARD and STRANG, *Ways to Improve Your Personality*, Chapters 1, 2, 4, 5, 9 and 10, McGraw-Hill Co. of Canada Ltd.

BEERY, *Young Teens Talk It Over*, McGraw-Hill Co. of Canada Ltd.

DUVALL and JOHNSON, *The Art of Dating*, G. R. Welch Co. Ltd.

HEAD, *You're Asking Me*, TAB Books, Inc., New York.

JENKINS, BAUER and SHACTER, *Teen-*

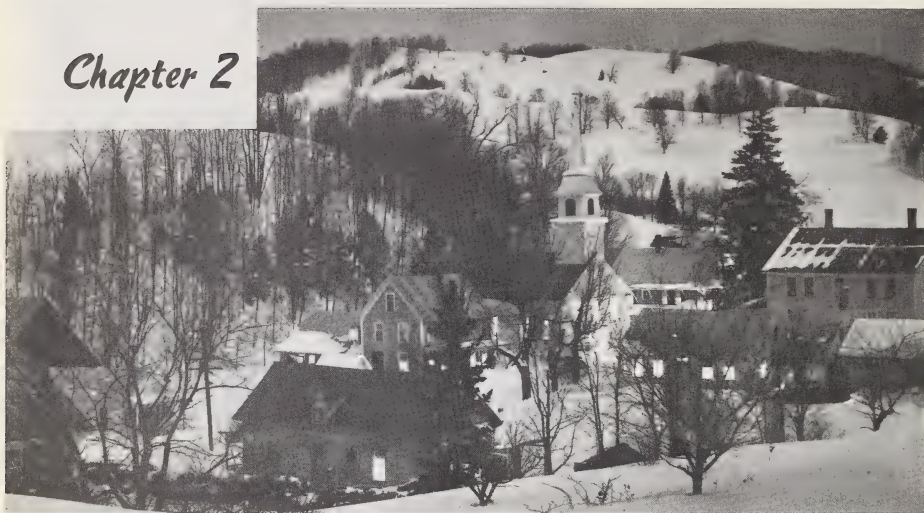
Agers, Units 1 and 2, W. G. Gage, Ltd.

MENNINGER and others, *How to Be a Successful Teen-Ager*, Chapters 1, 4, 5 and 7, S. J. Reginald Saunders & Co. Ltd.

RANDOLPH, PIXLEY, DUGGAN and McKINNEY, *You and Your Life*, Parts 1, 2 and 4, Thomas Nelson & Sons (Can.) Ltd.

SHACTER, *Understanding Ourselves*, General Publishing Co. Ltd.

Chapter 2



Winston Pote from A. Devaney, Inc., N.Y.

Your Family and You

There's No Place Like Home. Have you watched the lights flash on in homes around you as daylight fades and darkness settles over your community? Have you ever wondered about the men and women, boys and girls returning to these homes?

To *Tony* "going home" means hearty food and rest after delivering his papers. Several brothers and sisters romping noisily about the apartment pounce on him merrily as he enters. The fragrant odour of his mother's cooking fills the house.

Jane's key opens the door of an empty house. Since her mother works all day, Jane's after-school hours are spent doing housework, shopping, and starting the evening meal.

As *Jack* steps from the school bus

before his farm home there is a welcoming bark from his dog. They race to the house where Jack changes to old clothes before starting his daily chores.

To *Steve*, home is a single room which he shares with his elderly grandfather at the edge of town.

Judy's homecoming includes a happy greeting from her three-year-old sister who is eager to have Judy take her to the swings outside.

Every home is different. The customs and habits of your family may be unlike many of the ways of your neighbours. What you like to do, how you get along together, your problems and how you meet them affect your feelings about home throughout your life.

What Does Home Mean to You?
Suppose you jot down the things that come to your mind when you hear the word *home*. Allow ten minutes to list them and then compare your list with the suggestions below which were made by a group of students. They said that home is a place:

Where people trust one another.
Where love and understanding await you.

Where you learn to face your problems together.

Where you feel at ease and you're able to relax.

Where you learn to "get along" with one another by a "give and take" process.

Where you may bring your friends.

Where everyone has work to do according to his ability.

Where you are treated with respect when you assume your share of responsibility.

Where children help make decisions affecting the whole family.

Where all do things together — work, play, and pray.

No mention was made of a large house or expensive furnishings. Though the building itself will have some influence on family living, a house is not the heart of the home. Your conduct and that of each family member, the consideration and affection everyone in your family has for one another make up the *heart* of a home.

Perhaps you are not content with things just as they are at home. *Few children or parents are*. Some things cannot be changed and must be accepted. Your parents determine to a large extent what your family life is,

but any teen-ager can do many things to make home a happy place for all. *What you do and say affects everyone in the family.*

How Considerate Are You at Home? Did you remember to say "Thanks" to Mom for whipping up her delicious brownies last week for your crowd? You could have shown your appreciation also by lending a hand when her club met at your house the next day. When you were a little child you showed your approval and returned affection easily and freely. As a teen-ager you may find it hard to say what you feel, but you can *show* it by your actions.

Suppose you check up on your CQ (Courtesy Quotient) with your family. Those you love the most should be extended the same courtesies you show others outside your home. *You show how mature or how childish you are by the extent to which you notice the needs of other members of your family.* How concerned are you for their happiness?

Did you ever stop to think how many things your mother does to keep everyone in the family happy? This little verse which appeared (in part) on a greeting card may remind you of them.

Mothers are doctors, seamstresses,
cooks,
They're preachers, teachers, readers
of books,
Judges and bankers, and watchers
of clocks,
Laundresses, scrubwomen, menders
of socks;
They're starters and stoppers and
bakers of tarts.



2-1. A daughter or son shows appreciation by helping in the home. Mother relaxes and enjoys being with the dinner guests while her daughter serves the dessert and beverage.

Armour and Company

Healers of bruises and small
broken hearts,
Housemaids, gardeners, chauffeurs
on call,
No problem too great, no question
too small;
Standing ready to help in sun-
shine or snow,
How do they ever do it? Only
mothers know! *

In addition to being a homemaker, your mother may work at a part- or full-time job to provide the extras you enjoy. Often she is tired; sometimes she is sad and discouraged, but her love never fails. When you were small, your mother waited on you, kept your room and your clothes clean and neat, took care of you when you were ill. Now you can show your appreciation by being considerate of her. Don't make unnecessary work for her. If she allows you to entertain your friends at home, clean up properly afterwards.

Be on time for meals. There is nothing more annoying or inconvenient than having someone in the fam-

ily carelessly late for meals. Just try preparing a lunch some day, timed perfectly to serve at 12:30, and then see how you feel when you have to keep it warm for a tardy one. After you have cooked for a while, you will learn that good meals do not just happen. Your mother takes pleasure in preparing them and wants you to enjoy the food while it is at its best. It helps, too, to have her family tell her now and then how good the dinner is.

Your father deserves your respect. When you hand him the evening paper and his slippers does he ask, "Well, what do you want now?" Has he come to expect extra attention from you only when you want something? Do the following requests sound familiar to you? "May I have a couple of extra dollars this week, Dad? The girls in our class decided to get bracelets with our class numerals. Tomorrow's the last day we can order them, and I've had only one baby-sitting job this week." That was Sue working on Dad, but here is

* Courtesy Hallmark Greeting Cards.

Dick with something on his mind. "I half promised the gang the use of our car for the game tonight. This game decides the championship and everybody wants to go. Dad, we can have it, can't we?"

You think he's pretty mean if he refuses. Try to see things from your dad's viewpoint. Sometimes he has to say "No" because he wants to keep you safe and happy. He recognizes some dangers you may not see; he is concerned about situations which might get you into trouble.

Your father isn't cranky when he asks you to tune down the radio or TV or sends you outside for your roughhouse games. If he works in a noisy place all day, he needs quiet at home. Be considerate enough of him to realize that he probably has a good reason when he asks you to "stop making so much noise." The following verse reminds us that fathers have many responsibilities.

A single book could scarce contain
The list of jobs our dads retain
To pay the bills, buy shoes and clothes,
And house the family as it grows.
In trouble, dads are cool and calm
Yet know how to apply the palm
When sons act up or daughters pout
They show who's boss without a doubt!

Remember, too, that dads must be
Advisers and judges without fee,
Solvers of problems, playmates true,
Repairmen, chauffeurs, plumbers, too.

Dads scold and tease, but guard us well.

In deeds not words their love they tell.

Your Parents Want to Help. When you were small your parents formed

the habit of keeping watch over you every minute to make sure that you were safe. It's hard for them to break a habit of many years even though they realize you now are able to assume most responsibilities yourself. Parents dislike to admit that you're nearly grown for it makes them feel much older.

They enjoy sharing your plans and hearing about your activities. Your father is pleased when you ask his approval of a new coat or pair of skates. When you have a problem, your parents may have a viewpoint which you have not considered. Seeing another side of the question may help you "talk away your troubles."

One Family Living class suggested that its members try the following four suggestions in solving problems where they disagree with their parents: (1) Talk it over; (2) Compromise; (3) Co-operate; and (4) Be considerate. In other words "When you can't agree, learn to disagree agreeably."

Younger Brothers and Sisters Are People. Teddy Winters loved to build towers with his blocks. One day, just as he had placed the last block on the turret, his brother Frank kicked the tower and teasingly said, "Build it up again, Buddy." Frank went thoughtlessly on his way, little realizing how resentful and unhappy he had made his brother. To Frank, building a tower with blocks was trivial; to Teddy it was an important activity. It never occurred to Frank that knocking down Teddy's tower was as unkind as it would have been



2-2. Family conferences help solve many teen-agers' problems. Parents want to help. Younger sisters and brothers like to be included in making decisions which affect the whole family.

Money Management Institute,
Household Finance Corporation

to wreck the model plane which he had just built.

Teasing younger brothers and sisters is inconsiderate and unkind. Only a bully takes advantage of a younger person with less strength or experience. The best way to overcome the teasing habit is to try to put yourself in the place of the person you are teasing. Would you like the same treatment?

There is, of course, a difference between unkind teasing and good-natured fun. Joking among members of a family may create a gay, happy atmosphere. Everyone should be able to appreciate a wholesome joke, even though it is at his own expense. Being able to take a joke is one of the important steps in getting along with others. Everyone needs a sense of humour.

Jean, who was fifteen, noticed more than anyone else in the family the faults of her brother Tommy, aged ten. Practically everything Tommy did irritated Jean. She criticized him for the way he ate, for the way he

dressed, for the way he talked. As a result Tommy avoided his sister as much as possible. A bad feeling, rather than a friendly one, existed between brother and sister. Jean lost the chance she might have had to help Tommy overcome his faults. A sister or brother who constantly finds fault with younger brothers and sisters always fails to correct the fault and at the same time loses their companionship. Fault-finding is one of the undesirable attitudes of family life.

The sister who shares your room has her rights! "It isn't fair! Just because she is older than I am she thinks she has a right to take her bath first and stay in the tub as long as she pleases," says Marilyn Brown. "And, because she gets dressed before I do, she takes what she pleases from my dresser drawer without saying a word to me." This case of Sue and Marilyn shows the need for fair play—a condition that must exist if two sisters or two brothers are to occupy a room peacefully and satisfactorily.



Photograph by the makers of Armstrong Linoleum

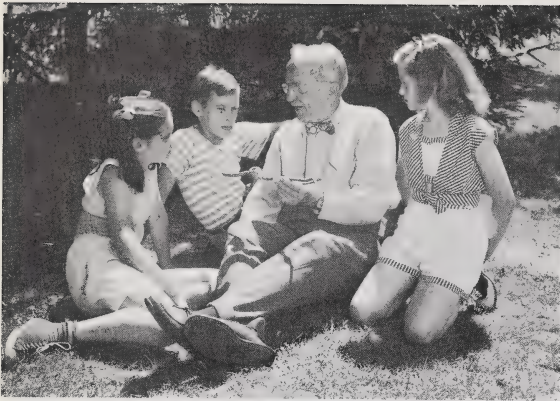
2-3. Sharing a bedroom is often a problem for teen-age brothers. Two boys enjoy this room for each one has plenty of storage room for his clothes and possessions. The cork board behind the bed is an effective way to save space and display souvenirs and hobby collections.

Fair play can be insured if roommates make some plans about: (1) the parts in the dresser and other furnishings which each may have for his own use, (2) the use of the bathroom or desk which must be shared jointly.

It is possible for two persons to divide the drawer, clothes closet, and other storage spaces so that each one may have sections for his very own. Certain hooks and shelves in a closet may belong to each person. After the division is made, each must live up to the plan.

In a room shared by two persons,

each has a right to privacy. This privacy should be respected. For example, if one of the pair is in the room and the door is closed, the other person should knock on the door and wait to hear "come in" before opening the door. Each person in a room should feel free to do as she wishes as long as the comfort or rights of the other are not sacrificed. It may be that two sisters do not go to bed at the same time. In that case, the one going to bed last should be considerate. She should make no unnecessary noise, and should, if possible,



2-4. Grandparents have much to contribute to your family life. They are happy to share the knowledge gained through their varied experiences with their grandchildren.

A. Devaney, Inc., N.Y.

adjust the light so that it does not shine in the face of the one who is in bed. Undisturbed sleep is the right of every person.

Be Kind to Grandparents. Do you have a grandparent or other older relative living in your home? For many of you this is a happy situation for their stories of other days and experiences are interesting and worth hearing. You are building up pleasant memories of happy times which you will treasure. Some of you complain, act disagreeable, and find life with grandparents difficult.

An elderly person often finds it hard to adjust to a lively household after many years of quiet living. It is difficult, too, to follow a new pattern of life after many years of managing a family and home. If you treat them with respect and try to be considerate, they usually will respond by recognizing your rights and sharing your responsibilities. *They need to feel useful and wanted.* Avoid hurting their feelings by acting as though all their

ideas are out-of-date and old-fashioned.

Must You Have Your Own Way? Jack and Tom are brothers. Jack is lively, full of energy and eager to run every club or group he joins. Tom is quiet, studious, and willing to let his brother have his way. Because Tom demands nothing and Jack everything, Jack has his way about their work, TV programmes, and other activities at home. He is becoming more and more selfish, as Tom asserts himself less and gives in to everything Jack suggests. The bossy attitude of one member of a family and the ready "giving in" of another create an unwholesome state of affairs. Yielding may mean peace but it prevents the proper development of each person. No one person should take all or give all in *wholesome family living*.

Are You Learning to Give and Take? It is necessary to "give and take" if quarrels are to be avoided. The ability to see another's viewpoint and make adjustments helps to solve problems. Brothers and sisters are not

born with any special love or affection for each other. They need parents to show them how to be unselfish and generous. Good family life is based on sharing.

If one is the only child in a home, he has less chance to practise sharing. He must learn the spirit of co-operation with friends. In sports one learns to play fairly and to be either a modest winner or a courageous loser. The boy or girl who is disagreeable or dishonest in sports is laying a poor foundation for success and honesty in business. When he wins a game, the victor should take the honour gracefully; a loser should give it to another affably. These attitudes apply to friendly games with your family as well as on the playground.

How Well-Organized Is Your Home? "I don't like this hurry and rush," Grandfather Jones complained. "In our home, when I was young, we always made it a rule to sit down together for our meals. Breakfast was a respectable meal, too—not the juice and toast that some of you grab on the run!"

If possible, mealtime should be a family affair. Work and school hours often vary so much that breakfast is eaten in relays. You should take time for a good breakfast even though you have to eat it alone. Usually the evening meal can be served at a time when the entire family can enjoy it together. Try to make it a pleasant hour for all with *every member on time*. This is a good time to keep in touch with the daily activities of each person. Such talk at the table

includes the whole family and helps the younger children take part in the conversation.

The use of your TV set or radio may cause conflict. Taking turns with your favourite programmes is one solution. The rights of parents and children must be respected and radio and TV controlled so that hours for sleep and necessary work are not interrupted too often. If you can watch TV in some place other than the living-room, those who wish to read or to talk with friends may do so without competition.

Must You Argue? "It's your turn to do the dishes tonight," said Marie. "No, it's not," said Judy, "I did them last night." "But I did them out of turn this noon, so Mother could keep her one o'clock appointment at the dentist's," replied Marie. "Just the same, we always take turns in doing dishes in the evening!" retorted Judy. Thus the two sisters continued arguing and solved nothing. Sometimes you argue just to hear yourself talk, for even you know you're not being reasonable. How would a tape recording sound played back before a group of your friends? Constant bickering and arguing makes an unpleasant atmosphere for everyone in the family. Differences can be settled without such wear and tear on everyone's ears and nerves. What a happy change it would be if you would offer to do something rather than try to argue your way out of work!

A good home doesn't just happen. It comes only as the result of love and kindness, forgiveness, unselfish



2-5. A group of teen-agers can do much to better the looks of a neighbourhood and the community. As part of a class project, these teen-agers are raising money for their class treasury as well as improving the looks of the community.

H. Armstrong Roberts

giving, and sharing. Everyone in the home has to co-operate and care enough to make it succeed.

Family Council. Have you tried to solve your problems by meeting as a family council? Many families use this way of settling which TV programmes to watch, the hours to be observed, and the assigning of household tasks. When everyone has his "say" in the planning, he is more willing to live up to the decisions made.

In most homes each member has many outside interests such as clubs, Scouts, church meetings and school activities on many nights of the week. Some families plan a special night or weekend afternoon to do things together as a family group. It may be a picnic or drive, a time for raking leaves with a roast around the outdoor fireplace or just an evening together at home. Playing and planning as a family unit makes it possible to see things from the viewpoint of other members and results in a happier home for all.

Are You a Good Neighbour? It is fine to live in a neighbourhood where

there are well-kept homes and lawns and where there are no disturbing noises, especially at night. *One of the best ways to have a good neighbourhood is to be a good neighbour.* No family or individual has a right to spoil a neighbourhood by neglecting his own home and yard or by allowing his dog to run over his neighbour's lawn or flowers. Even though a person does not know his neighbours, he should respect his neighbours' rights. If a family is to enjoy the benefits of living in a good neighbourhood, each person must be a good neighbour.

Are You Proud of Your Community? A school principal in one community found it necessary to make the following announcement to the student body: "Our office has received several complaints from home owners near our school about the conduct of students at noon and after school. It is reported that some of you are wearing paths across lawns where you take short cuts at noon. On your way to the shopping centre, you drop lunch papers and candy wrappers in such numbers that walks

and grass are littered with papers. I am asking for your co-operation in overcoming this nuisance at once. Don't make it necessary for us to have to refuse permission to go to the centre. Let's gain back the good name our school has had for proper conduct and good citizenship!" Do you have suggestions for correcting a situation like this?

A few people who are careless and destructive can make a whole neighbourhood appear cluttered and untidy. Paths worn across parks and lawns, and pencil and chalk marks on walls and fences make the whole area look unsightly and run-down. To a stranger, such things indicate a lack of pride and respect for property and reflect a poor attitude on the part of the town's citizens. What kind of place would your community be if everyone behaved as you do?

You are just one person, of course, but *you can keep your conduct above reproach*. Don't "fall in" with a group which does things you do not approve. *Your family wants to be proud of you. Can they depend upon you?*

A majority of the citizens in many

communities work together well on issues concerning better schools, adequate hospitals, good libraries, safe water supplies and similar problems requiring their support. A few are unwilling to co-operate unless they can see a direct benefit to themselves and their families.

Your attitudes regarding civic affairs are formed largely in your homes. You would not care to live in a place without churches, good schools, adequate police and fire protection, and other services communities afford. You will have a voice in providing them as you carry into a home of your own the ideals you have been developing in your parents' home. *No community can be superior to the people who live in it.*

Family life provides you with many privileges and advantages. You, in turn, must share certain responsibilities. *Nations are only as great as the communities within them. Communities are only as fine as the families of which they are composed. Families are only as good as their individual members. You are an important member of the family so it's up to you!*

FOR YOU TO DO

1. List the ways a boy or girl may show good sportsmanship (a) at home and (b) at school. Describe an example of sportsmanship that you have observed.

2. Several members of a neighbourhood "gang" wrote their names on the wall of a new house marked "For Sale."

Besides the damage to the property, what harm did the young people do to themselves? To their families? To the community?

3. Divide the class into groups of three. Let each group act out a scene showing a family quarrel resulting from such causes as: (a) using another's be-

longings without asking, (b) use of the record player, and (c) privileges allowed children of different ages. After each skit, allow a few minutes for class discussion. Using the same situations, act out the way each quarrel might have been avoided.

4. Explain these statements. "It makes no difference if the family lives in one room or ten, in a shack or a mansion. It's the attitude of the members within the family that makes a good home or a bad one."

5. Write a paragraph to explain how you overcame some difficulty with a member of your family.

6. What are the characteristics of a good neighbour? Use examples of good neighbours you know.

7. Plan some *work gifts* to give to your mother on Mother's Day and to your father on Father's Day. Write the service you are giving in the form of a note such as, "I, Tom Jones, promise to wash the car every Saturday during the month of June."

8. With the co-operation of the art department of your school and the Merchants' Association of your community, plan a *window painting* contest for Hallowe'en. Awards for the best displays may lessen destructive pranks to shops and other property.

9. Dramatize a family council on one or more of the following problems: (a) telephone use and abuse; (b) use of the television set; (c) how to spend a week of vacation.

OTHER BOOKS AND BOOKLETS TO READ

Canada Department of National Health and Welfare, Publications: *Adolescence; Understanding the Young Adult*; Queen's Printer, Ottawa, Ontario.

DUVALL and LEWIS, *Family Living* (Revised), Chapters 2, 3, 5, 6, 7, 19, 21 and 22, Macmillan Co. of Canada, Ltd.

JENKINS, BAUER and SHACTER, *Teen-Agers*, Unit 4, W. G. Gage, Ltd.

McDERMOTT and NICHOLAS, *Living for Young Moderns*, Chapter 4, Longmans, Green.

MOORE and LEAHY, *You and Your Family* (Revised), Copp Clark.

Science Research Associates, Inc., *Getting Along with Brothers and Sisters*, Thomas Nelson & Sons (Canada).

SMART and SMART, *Living in Families*, Chapters 1, 2, 3, 4, 15 and 16, Thomas Nelson.



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Manners that Please

True Courtesy. Peter was waiting at the office to ride home with his father. He listened to his father's friends discuss the trip to Ottawa that their factory manager, Mr. Inman, had been invited to take. As a delegate to a conference there, Mr. Inman would have a chance to meet the Prime Minister of Canada. When Mr. Inman entered the office, Peter greeted him excitedly, "Are you lucky! But before you meet the Prime Minister you'll have to learn a whole new set of manners, won't you, Mr. Inman?" "No, Pete," replied Mr. Inman, "I have only one set of manners—those which I use every day."

One doesn't have company manners which are brought out and dusted off only for special people and oc-

casions. *Truly great persons always treat all people with courtesy and respect.* Courtesy is much more than a set of stiff, formal rules about when to shake hands, or stand or sit. *True courtesy is the kindly feeling which makes you put the comfort and pleasure of other people ahead of your own.* Understanding, concern, and a desire to put others at ease are all a part of being kind. *When thoughtfulness is added to kindness, you have the basis of all good manners.* Many of you observe good manners when it is convenient or you remember. You know what to say and do. Fewer of you are thoughtful—constantly looking for ways to be useful and helpful to others.

You have many chances to be

thoughtful and helpful at home. When your mother is preparing for company do you *offer* to help? The thoughtful person offers in a sincere way without expecting to have the favours returned. The "good feeling" one has after doing a service for someone is pay enough.

Learning To Be Courteous. You are fortunate if you grow up in a family which is courteous at all times. You learn easily by imitating the actions of your parents and older brothers and sisters. In some families everyday courtesies are neglected and grow rusty from lack of use. As you grow up, you find yourself in new situations. You don't know what is expected of you. An alert teen-ager will *observe* others about him and will *turn to books* for some details of which he is not sure. You can learn *what* to do, and by practice you can become expert in knowing *how* to do those things which will please others. *Whether or not you are courteous and well-mannered is up to you.*

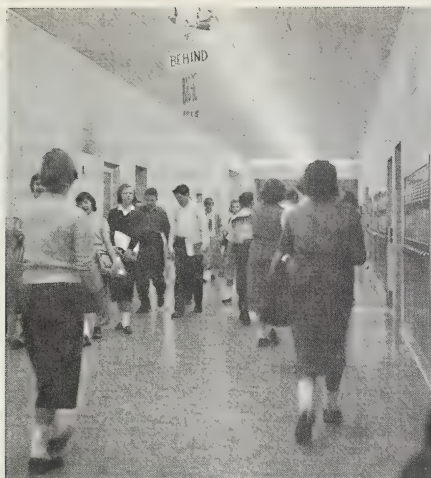
How Do You Rate at School? You may not be a whiz at math nor a star on the basketball team, but you can be courteous and friendly at all times. Manners which were observed in your grandmother's day seem formal and exacting to us. Life today is much more informal, but it is as important as ever to be sincerely interested in the comfort of others and to be able to say and do those things which put others at ease.

Besides your classroom teachers many other adults are doing their best to make your school the finest.

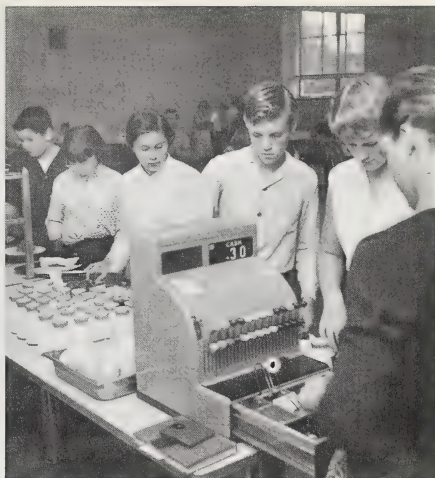
The principal, the librarian, the cooks who prepare your lunch, the secretary in the office, the man who sweeps the classrooms, and every other person who performs services at your school deserve your courtesy and respect. Try to make their work easier by co-operating in every way you can.

The lazy habit of dropping papers in the halls or on sidewalks, the careless handling of texts and library books, and the thoughtless treatment of equipment in washrooms and locker rooms soon makes a building look cluttered and untidy. You would not scratch your name on your table at home; yet a glance around the room in which you are seated may reveal badly scratched desks or tables. A few thoughtless persons can do a great deal of damage and cause a great deal of extra work for someone.

In the classroom you can show courtesy and respect by listening carefully to the teacher's directions and the class discussion. Speak up when you have something to add, but avoid childish "showing-off" by taking more than your share of time or an unfair amount of the teacher's attention. Refrain from whispering or making annoying noises while another person is speaking. When entering a room, step aside to let your teacher enter before you do. *Laughing with* others over a clever statement may add variety and interest to the class. *Laughing at* another's mistakes is rude and unkind. The best mannered people neither comb their hair nor apply make-up in public. At school use your comb only at your



Hays from Monkmeier



Hays from Monkmeier

3-1. Courtesy involves following traffic directions in the school hallways. Time between classes does not allow for long conversations. The lunchline moves more quickly when you have the right change ready for the cashier.

gym locker or in the washroom.

A thoughtful pupil leaves the room in order at the close of class. Adjusting windows or shades, putting the chairs in their usual places and erasing the boards are all a part of classroom courtesy.

In the halls move along at a safe pace. Don't block traffic at doorways or on the stairs by stopping to talk with two or three friends.

In the lunchroom patiently await

your turn in line. Everyone dislikes the person who elbows ahead and demands special favours. Make up your mind quickly, and have your money ready so that the line can move rapidly. Observe good table manners and talk in conversational tones to those at your table. Don't call noisily across the room to other friends or leave napkins or milk bottle caps on the table or floor when you have finished your lunch and are ready to leave the lunchroom.

In Assembly the speaker or performer deserves your complete attention. Consider how you would feel if you were the speaker and several in the audience were combing their hair, reading magazines, or trying to solve just one more problem before math class. Even though you may not enjoy the show or the speaker, the rights of

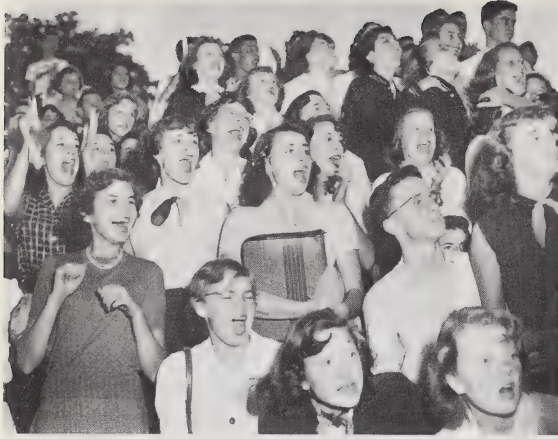
To prevent injuries:

Carry your pen, pencils, compass, scissors, or other sharp objects in a covered case.

Move at a safe pace in halls and on stairways.

Promote safe conduct for yourself and others.

PLAY
SAFE



3-2. The school team needs the support and cheers of spectators at a game. In excitement over the plays of the game, some people forget the comfort and feelings of spectators near them. Enthusiasm is expected but bad manners never are.

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others call for courteous behaviour on your part. Whispering, moving your feet noisily, or any other thing which annoys those around you, is in poor taste. Clapping your hands at the proper time is the acceptable way of showing your approval. Whistling and cheering are not acceptable.

At sports events, such as football and basketball games, your loyal support will help to spur your team on to do its best. In your enthusiasm don't annoy others seated near you by standing where you cut off their view or by stumbling over their feet as you move to and from your seat several times during a game. Good sportsmanship demands that you treat visitors courteously whether they are friends of your team or from the opposing school.

Courtesy in Public. People are forming opinions of you as they see you on the street, in buses, at church, and at the movies. Do your manners disgust or attract them?

On the street speak to friends you meet but avoid noisy, boisterous greetings which attract unfavourable attention and block the sidewalk. When couples are walking, the boy commonly takes the curb side of the walk.

In the bus are you a "headache" to the driver and other passengers? Avoid loud, rowdy talk, singing, pushing and other conduct which may annoy others. It is still considered a thoughtful gesture to offer your seat to a woman or an elderly man. When with a boy, the girl enters the bus first, but when getting off he precedes his date and assists her down the steps.

At church remember to enter reverently and refrain from whispering during the service. You will gain most from any religious service by joining in the ritual or order of service as given on the programme for that day.

At the movie avoid talking during the show. When finding your seats,

3-3. At a table the girl is seated facing her date. When two couples are seated in a booth, one couple sits on each side of the table.

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the girl usually follows the usher and enters first. If there is no usher, the girl suggests how far forward they should sit, and the boy leads the way in place of the usher. Say "Pardon me, please" if you must pass in front of others. If they rise to give you room to pass, say "Thank you." If the girl wishes to remove her coat, the boy assists her. Don't spoil the show for others by talking, chewing popcorn noisily or rattling candy wrappers.

On a *dinner date* the girl follows the hostess or head waiter to the table he suggests and is seated by the waiter. If there is no waiter the boy leads the way and draws out the chair to seat his date. When two couples are seated in a booth at the drug store or restaurant the girls slide in first on opposite sides. When there is but one couple the girl sits on one side; the boy on the opposite side of the table. Girls should *not* place gloves and purse on the table.

Meals in public places are either *table d'hôte* (ta'blē dōt'), an entire meal for a fixed charge, or *à la carte*

(ä lä kärt'). The latter is a meal made up of a variety of foods ordered and priced separately. A girl should tell her escort which foods she desires. He will give both orders to the waiter or waitress.

At the close of a meal a tip is left on the table. The amount commonly paid is 15 per cent of the cost of a meal, more if the meal is high priced.

Telephone Manners. When you answer the phone your voice and the way you speak tell much about you. Show friendliness and interest. You may say, "This is Evergreen 1-2121"; "This is the Brown residence, Betty speaking"; or merely "Hello", but say it pleasantly.

If the person asked for is not at home, you may reply, "I'm sorry, father is not in. May I take a message?" Then write down exactly what is said and deliver the note as soon as possible.

If a wrong number has been called, don't slam down the receiver or "bawl out" the caller. It may not have been his fault.



Photograph, Courtesy
Personal Products Corporation

3-4. Does your voice give the person on the other end of the telephone line a pleasant impression? Remember to limit your telephone time.

Limit the time you talk. Teen-agers sometimes chatter on and on when the line is needed for urgent business calls. The person who calls is expected to end the conversation. Be thoughtful about placing calls at hours which are convenient for the one you are calling. Early morning or late night calls should be made only in an emergency. *Telephones are not toys to use in playing pranks on one's friends.*

Everyday Courtesies. In the morning a cheery "Good morning" is one of the common courtesies. "May I please?", "Will you please?", and

"Thank you" are frequent phrases of the well-bred person.

"Excuse me" or "I am sorry" are phrases used when you bump into another person by accident or have to pass or reach in front of another. "I beg your pardon?" used as a question is a common way of letting someone know that you did not understand or hear what he said.

A well-mannered youth *rises from his chair* when an older person enters the room. A gentleman always rises when ladies enter. A hostess rises to greet guests, either men or women.

Introductions Made Easy. Making introductions need not embarrass you if you remember a few accepted forms. With practice you can introduce anyone easily and naturally.

Boys and men are presented to girls and women. In such cases you mention the girl's or woman's name first. You may say, "Mary Brown, this is Joe Green", or more formally, "Mary Brown, may I present Joe Green?" A brief but correct form is merely, "Mary Brown, Joe Green."

Young people are introduced to older people. When you bring a friend to your home to meet your mother, you say, "Mother, this is Connie Jones". When the last name of a relative is different from your own, whenever you wish to repeat names for emphasis, or as an aid in remembering names, you may use the following form: "Aunt Laura, this is Connie Jones; Connie, my aunt, Mrs. Collins."

When introducing two men or



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3-5. Introductions are easy to make. When introducing two friends, introduce the boy to the girl. Pronounce the names clearly so that the two people who are being introduced will be able to repeat the other person's name. If the pronunciation of a name is not clear to you, it is best to ask the person making the introductions to repeat the other person's name.

two women, the name of the older or more prominent person is given first.

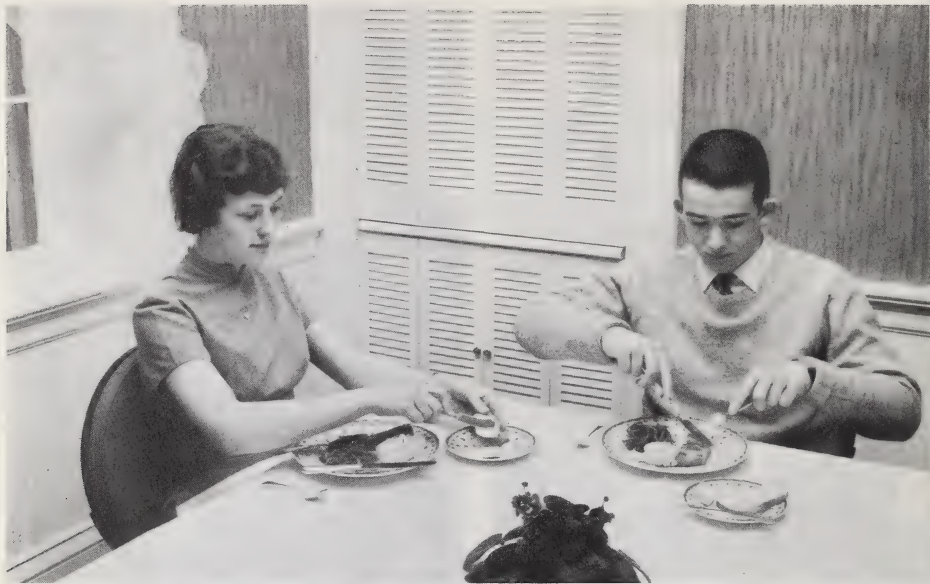
In replying, the person to whom another is presented makes the first response by saying "How do you do, Mr. Glenn." Teen-agers may use the more informal expressions of "Hi" or "Hello" when those being introduced are of their own age or younger. To help remember the name of the person or persons being introduced, repeat the name in your reply.

It is the custom for men and boys to shake hands when being introduced. Usually women merely bow to each other. A hostess shakes hands

with each of her guests as a cordial way of expressing her welcome.

Another question is whether to rise or remain seated during an introduction. (1) The person doing the introducing stands. (2) A boy or man being presented always rises. (3) A girl or woman who is being presented, or to whom another is presented usually remains seated. However, the one being presented may rise when being introduced to an older woman or a very mature man.

To help start conversation and put strangers at ease after the introductions have been made, give them a clue about the interests or activities



Jane and Steven Coons

3-6. Foods are cut into bite-size proportions for ease in eating. The fork and knife are held in the palms of the hand and secured by the forefingers down on the handle toward the blade and tines. Also, only a small or bite-size piece of bread should be buttered at a time.

of the person you've introduced. For example, in introducing a school friend to your father say: "Dad, I am so glad you can meet Jack. He is the one who starred in our football game last Saturday." If your father enjoys sports, it will be easy for the two to begin chatting.

Table Manners Count. "Mother, I simply can't ask Jerry to sit at the same table with Mary Jane and Michael." "What is the matter with Jerry?" questioned Sue's mother in amazement. "Just yesterday you told me how fine and smart Jerry is." "He is," replied Sue. "He's always on the honour roll, always keeps his word, but his table manners are disgusting. If you could see and hear him eat

soup, you would understand." Jerry missed a good time because of his careless table manners.

No teen-ager can afford to neglect making good table manners habitual. Knowing what to do will give you confidence and help you appear at your best at all times. Table manners count not only in social life but at luncheon business conferences when an employer may be considering a possible employee.

The Way You Hold Your Fork. The accepted way to hold a fork when used with a knife is shown in Figure 3-6.

Your Knife Not in Use. When the end of the knife handle rests on the



3-7. When the knife is not in use, it is always placed on the plate. Teaspoons and tablespoons which are not in use are placed on the underlining plates or saucers. The entire fork and knife are placed on the plate at the end of a meal or a course.

table linen, the knife may slip from the plate and make a spot on the cloth. Be careful to place your knife as shown in Figure 3-7.

Teaspoons May Tip. Again there is danger of soiling table linen when the spoon is left in the cup or sherbet glass (Figure 13-12). There is danger of upsetting the glass, too, when it is removed from the table as the weight of the spoon may tip over the cup or sherbet glass.

Use the teaspoon only for stirring and tasting beverages and for eating desserts or other soft foods. Do not use it for eating any food from a luncheon or dinner plate. When in doubt whether to use a teaspoon or fork, use the fork.

Soup Sips. Noiseless and slow eating are a part of good table manners. Watch yourself when you eat soup. Crackers should not be crumbled into soup. Break a bit of cracker and eat it after swallowing a spoonful of soup. Sip soup from the side of the soup spoon.

Bread, A Finger Food. To take a slice of bread use your fingers. Never spear it with your fork or with your knife.

Butter Each Bite. To keep the tablecloth free from crumbs a bread-and-butter plate (page 32) is useful. Break off the bread in pieces, and spread each bite as you eat it (Figure 3-6). Do not rest it on the tablecloth.



Jane and Steven Coons

3-8. The waitress or the person clearing the table should be able to tell when a course is over by the placement of the used silver. Dinner and bread and butter plates are removed from the left side of each person. The napkin is placed to the left of each place setting at the finish of the meal.

Small Bites. Were you ever embarrassed by a question directed to you just after you'd taken an over-size bite of food? Heaping the fork and stuffing the mouth full of food are taboo.

Use a Knife to Cut and Spread Only. Cut only a bite or two of food at one time. It is a childish mistake to cut up all the meat on the plate at one time. Remember the blade of a knife was made to cut food, not to be heaped full of food and put into one's mouth.

Use a dinner knife for spreading butter on bread only when there is no butter spreader. After using, place the knife and the fork as shown in Figure 3-7.

The Napkin in Use. It is not necessary to wave your napkin like a flag. Unless the napkin is tiny, leave one fold in it and place it on your lap without attracting attention.

At the close of a meal, place the napkin in loose folds at the left side of your cover. In the home, napkin rings or clips should be used when fresh napkins are not provided for each meal. You should, in this case, fold and place the napkin in the ring or clip provided for you.

Foods from Fingers. While most foods are carried to the lips with a fork or spoon, there are a few foods that are eaten from the fingers. Celery, radishes, olives, potato chips, hard cheese, bread, rolls, crackers,

cookies or little cakes, and bonbons are taken with and eaten from the fingers.

Unless corn prongs or handles are furnished, corn on the cob may be held in the fingers. Butter and salt only a small portion at a time. Do this before lifting the ear from your plate. Such foods as rib chops and chicken may and should be eaten without grasping them in the fingers. Use the knife and fork for these foods unless the service is most informal.

First, Offer It to Another. If you are a table guest, do not pick up a general serving dish and start to pass it until the hostess asks you to do so. Then *offer it first* to the person beside you. In case you pass your plate for a second helping, place the knife and fork on your plate, at one side. It is all right to have a second helping if the hostess suggests it or if the food is passed to you. Unless you are at home, you should not ask for more food.

Watch the Hostess. Stand at the left of your chair. Wait until the hostess starts to seat herself, then immediately follow suit. At a formal dinner, guests are seated in a certain order. The lady guest of honour should be seated at the right of the host; the gentleman, at the right of the hostess. When there are few guests, the hostess may tell each person where to sit when he enters the dining-room. At a large dinner, plain place cards may be used to indicate the place of each person. In some homes grace is said before eating.

Watch your hostess to see if this custom is followed.

Posture at the Table. Erect posture with feet on the floor, not on the chair rungs, is proper. The dining table is no place for elbows. When not in use, the hands should rest in the lap. Fingering or toying with the silver is in poor taste. Rise from the left side of your chair if convenient.

Table Talk. Say something *pleasant*, make it *interesting*. This rule holds whether just the family is at the table or the family and guests. Mealtime should be a happy time. At least such topics as operations, ills and troubles, horrible accidents or subjects that may start heated arguments should not be discussed at the table. Talking should, of course, never be attempted when the mouth is full.

Say You Are Sorry. Although spilling a glass of water or causing some other table accident is embarrassing, lengthy apologies should never be made. It is enough to say quietly, but feelingly, that you are sorry.

A Gracious Host or Hostess. A thoughtful host or hostess always tries to make guests comfortable whether they spend the afternoon, stay for a meal, or remain overnight. Though you make every effort to have plans work out smoothly, you do not let little upsets disturb you or keep you from enjoying your guests. A *guest should be made to feel he is welcome*—that his presence is a pleasure to all in the house.

When you have an overnight guest, it may be necessary for one of the



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3-9. It is truly a compliment to her date that this girl is ready to greet her date at the door. A popular hostess is always ready before the appointed time for a date or a party. On some visits it is courteous to bring a gift; at other times a small gift is a pleasant surprise.

family to sleep on the sofa or davenport or a fold-away bed, or for the guest to share your room. In any event, make sure that there are drawer and closet space, plenty of hangers, and a comfortable bed neatly made up with clean sheets and pillow cases. You will provide a fresh supply of towels and washcloths on a special rack for the guest, as well as a new bar of soap and a water glass for the guest's convenience.

A Welcome Guest. When you are a guest, try to cause your hostess or the family the least possible inconvenience and enter into their plans for you so pleasantly that they will be glad you came. *Show an interest in everyone* in the family, but do not

pry into personal affairs. You will want to keep your belongings in order, and try to follow the family schedule for meals. A considerate guest writes a letter to the hostess telling of his safe arrival home and expressing appreciation for a pleasant visit. Such a letter is called a "*bread and butter*" letter.

Invitations. Today many invitations to informal parties are made by telephone. Make clear to your guest the kind of party you are having, what time to come, and your address. Never start the conversation by saying, "Have you any plans for Saturday night?" If he says he has none, your friend must accept your invitation or seem very rude.

Formal invitations and their replies are expressed in the third person. Commencement and wedding invitations often take this form:

Miss Virginia Day
requests the pleasure of
Miss Carol Canfield's
company at a dinner dance
Friday, the first of June
at seven o'clock
Redwood Country Club
6910 Linden Road
R.s.v.p.

A suitable reply to this invitation follows the same form as the invitation. It is handwritten on white stationery.

*Miss Carol Canfield
accepts with pleasure
the kind invitation of
Miss Virginia Day
to a dinner dance
Friday, the first of June
at seven o'clock
Redwood Country Club
6910 Linden Road*

"R. s. v. p." (French abbreviation) or "Please reply" on an invitation indicates that a reply is expected. Remember that an invitation should be acknowledged, even though a reply may not have been requested.

An informal written invitation is a cordial, friendly note similar to the following:

Dear John,

My cousin, Jim Peters, is attending the School Newspaper Conference in Washington, D. C. this week. He is planning to visit us on his way back to Toronto.

I'm inviting the staff of our school paper to meet him after the game Friday evening, November 30. I hope you can be here because Jim may have some ideas for your new column.

*Sincerely yours,
Jean Forbes*

The reply to the informal written invitation may be written on white or coloured stationery.

Dear Jean,

It will be fun to get together after the game Friday evening, November 30.

We can use some new ideas for Hi-News, and your cousin should be the one to have them after a week with other school newspaper editors.

Sincerely,

John Rodman

FOR YOU TO DO

1. Select a group of five pupils to prepare a panel discussion on "Courtesy in Our School."

2. Divide class into groups for a "buzz session" on "Use and Abuse of the Telephone." Have a summary of the discussion written for the school paper.

3. Prepare cards giving a situation similar to one of the following on each:

- a) Introduce your mother and a teen-age friend of yours.
- b) Introduce your parents and your English teacher.
- c) Introduce an out-of-town girl cousin and the boy next door.
- d) Introduce your father and a boy friend.

Volunteers draw cards and choose helpers to play roles called for on the cards. Allow time for class discussion after each situation is presented.

4. Let volunteers from the class prepare brief dramatic skits to show:

- a) Manners at a school game.
- b) Movie date manners.
- c) Good bus manners.
- d) Courtesies extended to chaperones.

5. Prepare a question box for the class to deposit questions on manners. Select a panel of "experts" from the class to answer the questions.

6. Arrange a bulletin with **COULD THIS BE YOU?** at the top. Have class members make posters or cartoons showing good and poor teen-age manners.

7. Place one pupil as instructor in each corner of the room with equipment for one "manners" game given below. Divide rest of class into four groups to rotate until each group has played each game. Suggested "games" follow:

- a) With a table set for lunch have groups practise how to be seated; use of silver; use of napkin.
- b) Select host, hostess, and guests and seat them at the table to introduce and carry on regular dining table conversation.
- c) With table set for restaurant service pupils practise seating dates and ordering from a menu.
- d) Have each student write a brief description of a courteous act observed recently. Volunteers enact the scene.

8. Sue visited her cousin in the country for two weeks. During her stay her cousin had a party and a picnic for her. Write Sue's "bread and butter" letter.

OTHER BOOKS AND BOOKLETS TO READ

BEERY, *Manners Made Easy* (Second Edition), McGraw-Hill Co. of Canada.

BETZ, *Your Manners Are Showing*, George J. McLeod.

BRYANT, *Future Perfect*, Chapters 6 to 9, McClelland & Stewart.

HAUPT, *Seventeen Book of Young Living*, Musson.

LOEB, *He-Manners*, Chapters 2, 4, 5, 6 and 7, G. R. Welch.

STEPHENSON and MILLETT, *As Others Like You*, General Publishing.

STRATTON and SCHLEMAN, *Your Best Foot Forward* (Revised), McGraw-Hill Co. of Canada.

WHITE, *Teen-Age Dancing Etiquette*, Musson.



Lew Merrim from Monkmeier

Time for Everything

Your Free Time. The bell rings, the halls are filled with sounds of banging locker doors and hurrying feet. School is out! The rest of the day is yours. What will you do with it? *Your choice reflects the kind of person you are;* it influences greatly the kind of person you will be.

Do you let each day drift by, and fritter away your free hours as they come? Do you chatter for long periods on the telephone; take twice as much time as you need for mowing the lawn, washing the dishes or setting your hair? Do you loiter along the way home from school to window shop or spend an hour having a soda? All these ways of spending time may be harmless, but they keep you from doing more worthwhile things.

Are you taking advantage of the

many interesting programmes your school clubs, and your community and church recreation groups offer? You may be passing up a lot of fun and a fine chance to make new friends by failing to belong or take an active part in such activities.

Some teen-agers get involved in so many activities they don't take time for proper rest and sleep. Either extreme, "burning the candle at both ends" or loafing most of the time, is not good for you physically or mentally. Somewhere in between is a middle way—a satisfying, happy way of living for you.

The freedom to choose what you will do is a real privilege that you should not abuse. *Plan something worthwhile for your leisure hours.*

Budget Your Time. "I didn't have time to do it" is a common excuse. Everyone has twenty-four hours to spend each day. Some of you manage your hours and minutes wisely; some of you keep busy but get little done. How you use your time is influenced by your family and their habits, by the demands of your school work, and by your friends.

One way to check yourself on your use of time is to list your day's activities on a chart similar to the one on page 47. Be sure to account for each hour including your time for sleep. You may be surprised to find how much time you spend watching TV, talking on the telephone, or getting ready for school. Consider the following suggestions to save time and energy in doing your regular work to allow time for other things you'd like to do.

Have you a plan for the things that must be done?

Can you leave out any task or combine similar work? For example, plan to do needed pressing along with your regular ironing.

Is everything you need within easy reach?

Do you choose the best tool for each kind of work?

Do you prevent strain or accidents, and save energy by using correct posture for lifting, working at your desk?

A little time spent in planning your day's work and fun will pay off. Life will run more smoothly even when you're rushing off to school or on a date, if all your equipment is in order for quick use.

Take an hour to straighten and arrange your dresser drawers, or spend an hour setting up your desk for doing homework. Arrange your book shelves and sharpen your pencils. File important reports, assignments, and library cards *where you can find them*. Look around for other things you can do to save time.

You will do better work in school, finish more quickly, and improve your grades if you learn *how to study*. Perhaps your adviser or one of your teachers can give suggestions to help you develop good study habits.

To help you use time more wisely, keep a record for two or three days of the time spent in each activity listed on the time record (page 47).

Use a simple graph similar to the one, *Measure of your time* (page 47), to budget your time more wisely. Arrange the chart to suit your activities.

Sitting on the Sidelines. The huge crowds that attend football and baseball games, that go to movies, or watch television, are proof that many people today like to be entertained. Games, plays, and panel programmes are enjoyed, for the most part, without any effort or activity on the part of the onlooker. Should so much of your leisure time be spent in watching or being part of the audience instead of taking an active part in playing the game yourself?

A boy who plays football or basketball gets much more real pleasure from the game than one who merely watches from the sidelines. A girl



H. Armstrong Roberts

4-1. Before this teen-age hostess decided to include TV viewing in her party plans, she found out which TV programmes would add to the entertainment and that she might use the family set that night.

who plays the flute in the band gains a great deal from the experience that is unknown to the spectator. To the gardener, the corn he himself grows is much better than any that he buys. He has gained an appreciation of good vegetables or lovely flowers because of planning, hoeing, and patiently watching his garden grow. *We need to put something of ourselves into an activity to have it mean the most to us.*

Of course, some of your leisure time will be spent in watching and being entertained. Be sure to visit some museums and attend some concerts as well as movies and athletic events. Develop a wide range of interests. Divide your leisure time to include both *active* and *passive* recreation.

Choose Your Entertainment Carefully. For many people television has become a firm habit. They turn the set on and watch it hour after hour. To others, going to the movies is taken as a matter of course. They go on Saturday afternoon or Wednesday night regularly without regard for the picture being shown. Read the reviews and select what you really wish to see. Don't waste precious time on poorly done, low-standard entertainment when you might be enjoying some other wholesome form of recreation. Be critical of the things you see and hear. So many programmes are offered in the name of entertainment you must learn to choose the best from the wide range listed on the amusement pages of your daily paper.



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4-2. Members of the school orchestra find that the hobby of playing a musical instrument is most satisfying. Added pleasure is the audience's enjoyment of the performance.

Leisure with a Purpose. Some of your free time should be set aside for developing your talents or abilities. Taking music lessons, playing tennis or some other sport, learning another language, making your own clothes, and learning to type are a few suggestions of ways to spend your leisure profitably.

Reading is one of the best leisure time activities. Choose some reading matter which takes effort and provokes thought. If you read only comic books, picture magazines, and easily read materials, you may settle into poor reading habits. Avoid reading that only wastes your time.

How do you know which books are "good" reading? Your English teacher or school librarian will be glad to advise you. People all over the world have had interesting experiences which they describe in an entertaining and exciting way. Books bring you adventure and information of every kind. Good stories not only give an insight into the lives of others, but they help you learn to appreciate good literature.

Hobbies. Work is something you must do. A *hobby* is *anything you enjoy doing so much that you engage in it just for fun whenever you have a chance*. To you it is relaxing. Doc-

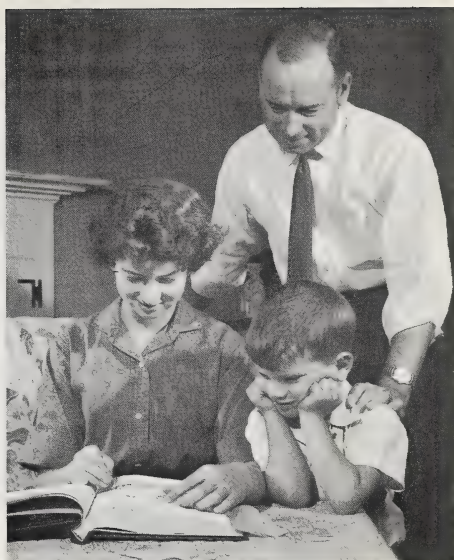
tors agree that hobbies offer a welcome relief from the speed and tension of life today. Those with hobbies usually are happy, contented people.

It is well to choose a hobby as different as possible from your everyday work yet one within the range of your ability and in line with your pocket-book. You might enjoy collecting diamonds but find it beyond your financial ability! Some hobbies such as stamp collecting, can be enjoyed by oneself. Other hobbies, such as dramatics, are group activities. Interesting friendships often grow out of sharing the same hobby. A hobby that is started merely for pleasure sometimes leads to a life's vocation.

Collecting some special object has been the start of an interesting hobby for many people. The collection may be valuable, but often it is less important than the interest awakened in the history, production, and use of the object collected.

People everywhere enjoy hundreds of different hobbies. Try different sports and crafts until you find what is fun and challenging to you. Here are hobbies which other teens have enjoyed:

Betty learned to knit during one vacation when her college-age sister brought home a pair of argyle socks to finish for her boy friend. Betty has found she can knit successfully while she visits with her friends or watches television. Knitting, crocheting, needlepoint, and tatting are good "pick-up" hobbies to enjoy when you



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4-3. The family enjoys this girl's hobby of stamp collecting. Her father had started the collection in his teens and enthusiastically shares his daughter's excitement over a new stamp.

have only a few minutes to spend at one time. They are skills which rise and fall in popularity as fashions in clothes and home furnishings change.

Ted's interest in *sending messages* led him to learn the Morse code in his early years as a Boy Scout. His enthusiasm for radio made him study and practise so faithfully that at fourteen he was able in a month of training to pass his test for a novice radio licence. He and his dad spend countless hours sending and receiving messages on their short-wave set.

Photography gives many people hours of fun and relaxation. Besides prints, which you may keep in an album, colour transparencies and



Charles Phelps Cushing

4-4. The hobby of photography is a fine way to preserve happy memories of special events and trips. Amateur photographers may win contest prizes.

movie reels which you can show on a screen are other forms upon which to try your skill as you become more expert. Snapping pictures combines well with travel for it keeps alive happy memories of your vacation trips.

Carolyn tries every new recipe that she sees in magazines or in television food demonstrations. She has acquired a reputation for herself among her crowd as the town's *best teen-age cook*. She enjoys trying little tricks of her own to improve recipes and can be counted on to have a good, novel idea whenever refreshments must be planned. One result of her interesting hobby is a bulging loose-leaf recipe

book of favourite recipes from all her friends and relatives.

Gary became interested in making *metal jewellery* during a summer's vacation at camp. His work attracted many admirers. Their interest encouraged him to make some gift items to sell. He was so busy at holiday time that he enlisted the help of his younger brother to package and deliver his pins, earrings, and bracelets.

Virginia was attracted by a demonstration of *textile painting* in her art class. She soon was expert in making her own designs, cutting stencils and brushing the special paint onto cloth to decorate handkerchiefs, scarves, table linens, neckties, and dirndl skirts.

When Nanette's grandmother came to spend the winter with the family, she brought her equipment for *hooking rugs*. It looked so simple Nanette begged her grandmother to let her try it. Together they made a pair of beautiful hooked rugs for Nanette's Early American style bedroom. Nanette found hooking rugs so much fun that her grandmother has promised to show her another way to make attractive rugs. When Nanette visits her grandmother next July, they will make an oval *braided rug*.

You can make a picture with needle and thread as well as with paint or water colours. *Embroidery* requires hours of time and should be used only on articles which are made of good quality fabric. Also, choose the design with care.

You may have a *quilt* for your bed which was handed down to you from your grandmother or great grandmother. Heirloom or modern quilts are attractive on old-fashioned four-poster or spool beds. If you decide to make a quilt, be sure to choose a pleasing design and use colours which combine well.

Indoor gardening is a hobby many people enjoy. Growing plants give a house a "lived-in" look. Foliage plants, such as various kinds of ivy, and flowering plants and bulbs are interesting to watch grow. With house plants, garden beauty may be yours all year round.

The holiday season is a good time for you to begin a *flower arrangement hobby*. Your family may want some yuletide decoration in several rooms. This will give you a chance to fit your arrangements to many backgrounds. Christmas greens form effective bases for simple but gay decorations or for lovely seasonal arrangements.

A *gift-wrapping hobby* can be fun all year round. Your friends will enjoy your original ideas.

The hobbies suggested here are but a few of the many interesting leisure time activities you can choose for your free time. Your school librarian can secure books which may give you information on other interests and hobbies.

Turning Your Spare Time into Money. While recreation and hobbies should be given a fair share of your time, part-time work for pay is excellent experience for teen-agers, too.



Pinney from Monkmeier

4-5. Cooking and gift wrapping hobbies are a useful combination for gift giving. Friends appreciate the thoughtfulness of these special gifts with a personal touch.

There's something special about the first money you earn. Most young people consider carefully the ways it will be spent and thus learn the first steps of how to spend all money more wisely.

Your first work experiences will come as after school, Saturday or summer employees. You will need to be business-like while on the job and properly dressed for the kind of work you are doing. As you work you learn the importance of being on time, being dependable, and treating employers and customers courteously. A wide background of experience in many types of work should help you in your selection of a fulltime career. Preference is given to the person who has had satisfactory experience in



H. Armstrong Roberts



National Cash Register

4-6. Many part-time jobs are available for high school students in some communities. Part-time jobs increase a teen-ager's dependability. The money earned is a welcome addition to a teen-ager's budget. Many students have part-time jobs delivering newspapers or working in grocery stores.

several kinds of work.

Baby-sitting. Both boys and girls are much in demand by parents of young children. A real liking for children and a sense of responsibility are essential qualities for this work. See Chapter 17.

Delivering Papers. A paper route has been the first step toward success in the careers of many of today's influential citizens. It requires dependable, cheerful service to keep one's customers satisfied.

Raising Foods and Flowers. In rural districts many teen-agers add to their savings by raising berries, vegetables, flowers, and chickens or other animals. Sometimes they have a chance to help harvest crops of apples and other foods for neighbours who need helpers.

Serving as *salespeople* in stores,

delivering packages, replacing stock in super-markets, acting as *junior nurse's aides*, working as *stenographers* or *filing clerks*, serving as waitresses, kitchen helpers or busboys at resorts and restaurants, and as soda fountain or gas station attendants are other examples of work available to teen-agers.

LOOKING AHEAD

Most people agree that girls as well as boys should prepare themselves to earn a living. In addition to being able to care for yourself or your dependants, experience in work: (1) helps you appreciate the value of a dollar; (2) gives you an understanding of the problems of people who work for a living; (3) provides you with confidence and a feeling of

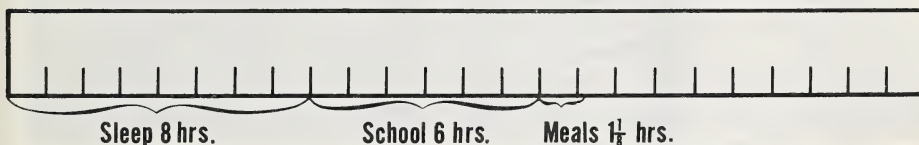
TIME RECORD

Record in Hours (H) and minutes (m)

	Sleep	School	Walk or Ride to School	Study at Home	Work at Home	Groom- ing (Bathing Dress- ing)	Eating (Snacks Meals)	Recrea- tion (Hobbies Sports TV)	Visit- ing, School Events	Music (Lessons Practice)	Mis- cella- neous	Total Hours
MON.												
TUES.												
WED.												

A MEASURE OF YOUR TIME

YOUR 24 HOURS



security and (4) helps you to understand people better and to get along with all types of people.

Does It Pay to Go to School? A teacher said recently: "In the many years I have been a teacher, never have I discovered a teen-ager who left school from personal choice who did not regret it later on." There are many reasons why it pays to stay in school. More and more, positions require greater education and training. A high school diploma or a special training course is required by many employers. College or advanced degrees are demanded for many more positions each year.

When conditions make day school impossible, there is *evening school*.

The teen-ager who really wants an education finds a way to get one. In many cities there are night schools not only of high school but also of college rank.

The position that you may secure or the money that you may earn as the result of an education is not all that should be considered. *A person who has many interests finds life much more satisfying. An education broadens one's interests.*

In high school your choice of a course of study is important. In some places there is only one high school to attend, but this school may offer several different courses. In larger cities there are often high schools offering specialized courses of study.

Some courses or high schools definitely prepare pupils to enter college. Others prepare pupils to earn a living after graduation. Wherever you live, it is important that you select the course or attend the school that offers the best opportunities for you.

Regardless of which school is attended or which course is followed, every boy and girl should strive to *learn to think* and to find out about things for himself. Every teen-ager must be able to adapt himself to changing conditions.

What Do You Like to Do? While you may be able to succeed at several kinds of work, you will want to choose the type in which you will find most satisfaction. *You will do best the work you enjoy doing.* You must analyse yourself—discover your interests and abilities and find out how much training beyond your high school course you will be able and willing to take.

Do you like to be with *people* and to work with them? If so, you are likely to succeed in work that brings you in contact with people, such as selling, working in a day nursery, teaching, nursing, practising medicine, personnel and social work, religious education, and similar occupations.

You may like to work with *things*. You may prefer working alone either in making things with your hands or in experimenting with them, or in planning ways of using them. Careers in research, art, mechanics, architecture, and accounting are some examples.

It Pays to Investigate. There is no occupation without its drawbacks. Some part of a job is bound to be trying or disagreeable. If a particular occupation appeals to you, talk to a person who is happy and successful in that occupation. Read about it in recent books on vocational guidance. Ask your teachers, especially the vocational adviser, about it. If possible, get information about its advantages and disadvantages. Here are some points for you to consider and investigate: (1) What can I contribute to the occupation? (2) Am I interested enough in it to work hard and succeed? (3) What kind of training or preparation does the work require? (4) Does the work require apprenticeship? (5) Is it an occupation that can be followed in my home town or would I have to go to another city? (6) Is the work routine, or will it require initiative and originality? (7) Will I be working by myself? With people? For some other person? (8) Is it work done in pleasant or disagreeable surroundings? (9) What wage or salary will the work bring? (10) Is there a possibility of advancement in wage or salary?

To obtain information about occupations, talk to your school guidance director and to people who are happy and successful in the kinds of work you believe you would like to do. To acquaint you with many kinds of work your school may have a Career Day (or Week) Programme when various factory, business, and professional people are invited to speak to the students and answer



Ewing Galloway

4-7. An interest in cooking and serving foods influenced these students in their choice of a college major which would prepare them for hotel, restaurant, and hospital work. Teen-age hobbies often lead to interesting lifetime vocations.

their questions. By writing to the National Employment Service, Unemployment Insurance Commission, 520 Preston Street, Ottawa or by contacting your local employment office, you may get information about promising fields of work.

Home Economics from a Boy's Viewpoint. Most boys expect to share in making a home some day. Homemaking courses may help boys to appreciate and participate in the activities of the home more willingly and to understand better their contributions to family living as sons, bro-

thers, husbands, and fathers.

Boys who wish to become architects, house contractors, kitchen designers, interior decorators, chefs, bakers, restaurant and hotel managers, fabric buyers, fashion designers, or to follow other similar occupations will need to understand the subject matter covered by certain courses in home economics.

Girls: Consider a Career in Home Economics. Do you realize how many interesting and well-paid jobs there are which pertain to homemaking? The information contained in the



Swift and Company

4-8. Both men and women find careers in food photography. Home economists prepare the food and arrange the display for the professional photographer.

booklets which came with your washing machine, your refrigerator, your freezer, and your sewing machine were supplied, in part, at least, by a home economist. Newspapers and household magazines may have several home economists who write articles for their publications. Manufacturers of food products, household appliances, kitchen utensils, laundry products, textiles, and paper patterns, employ women trained in home economics who experiment with their products, give demonstrations, and often write articles about them.

The home economics *teachers* in public schools, in colleges, and uni-

versities have college degrees in home economics. The departments of home economics in colleges or universities carry on *extension work*. Their graduates who teach modern and efficient methods of homemaking and child care to women in rural districts are called home demonstration agents or extension workers.

College home economics training is needed to qualify for many kinds of *social or charitable work*.

In Ottawa, the federal government sponsors departments which employ a group of home economists. They conduct research and investigations concerning home problems for the benefit of the Canadian people.

Modern hospitals are most particular about the food given to the patients and employ college trained women, known as *dietitians*, to manage the planning of menus, buying, preparing, and serving of food. *Public schools, children's homes, department stores, and industrial plants* often employ dietitians to take charge of their lunchrooms, dining-rooms, or cafeterias.

Some *banks* have departments which advise people about budgeting the family pay cheque and other income. For such positions trained home economists are employed.

In the fields of *radio and television* many home economists are needed.

Other Positions Available. Home economics training in high school will be helpful to a girl in securing many kinds of work.

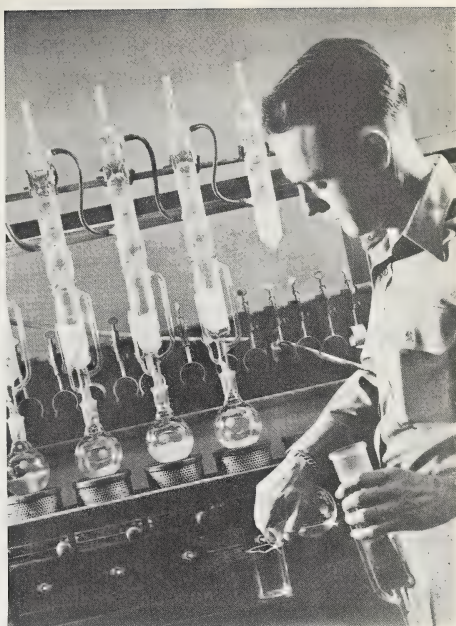
Retail Store Work. A girl who becomes a salesperson in a retail de-

partment store will have an understanding of fabrics useful in selling these materials, if she has taken school courses in clothing and costume design. A young woman who secured a position in the dress pattern department of a retail store says that she finds her high school training in clothing and costume design of great help in advising women about becoming styles and in answering questions about clothes construction.

In department stores there are other occupations for which a girl taking clothing courses might qualify, such as (a) wrapper, (b) marker, (c) inspector, (d) telephone shopper, (e) comparison shopper. With experience, there is the possibility of becoming a *buyer* or *assistant buyer*.

Judging from the sale of fabrics and patterns, many dresses are being made outside of factories. While dressmaking is done in homes, the popularity of ready-made garments creates a demand for *garment alteration* in department stores. High school girls who have done good work in clothing classes may qualify for positions in alteration departments.

Tearoom or Cafeteria Work. With the number of tearooms, cafeterias, and other public eating places steadily increasing, there are more persons employed in cooking and serving food. The girl who has done excellent work in foods classes qualifies for a number of positions in tearooms. She may be able to make salads or assist a pastry or general cook. She may work as a waitress, a hostess, or an assistant manager.



Wool Bureau

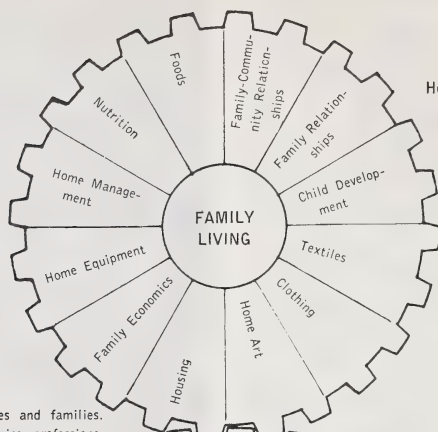
4-9. Career chemists have tested and perfected fibres and fabrics to offer more serviceability and greater savings to the consumer.

While attending high school, pupils taking foods courses sometimes do catering; that is, they help to serve dinners or luncheons. Girls who are successful in this work and like it, sometimes continue catering after graduation.

Work with Children. A girl who likes to work with children, may become a professional baby sitter, or an assistant in a day nursery. Courses in child care and training should help a girl to qualify for such work.

A Double Future. Homemaking is a lifelong job. At present, you are sharing life with your parents, and

HOME ECONOMICS CAREER WHEEL



Home Economics Content

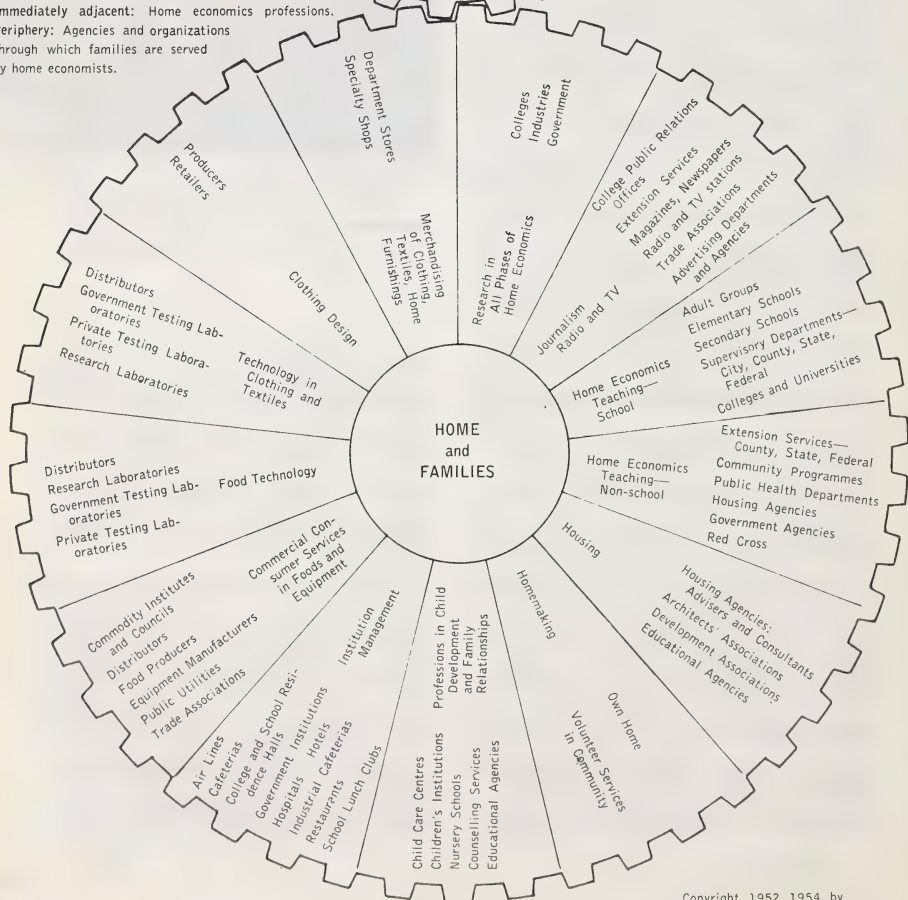
Includes all phases of home and family life.

Home Economics Professions

Centre: Home economics serves homes and families.

Immediately adjacent: Home economics professions.

Periphery: Agencies and organizations through which families are served by home economists.



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The American Home Economics Association

brothers and sisters. You are looking forward to a home of your own some day. Education in family living at high school, college and/or graduate

school level should help you fulfil your role successfully. Such courses can help you doubly if you choose a career in home economics.

FOR YOU TO DO

1. List the sports that you enjoy, the crafts (knitting, wood, leather or metal work) that you like to do, and the interests you have in fields such as photography, art, music, dramatics. Place an *A* before each activity in which you are active. Place an *I* before those in which you are inactive (watch or listen). Compare lists in class. Which activities cost little? Which are expensive? Should you develop more creative or active interests?

2. Have a Hobby Show. Let each member of the class bring his hobby materials to class and demonstrate his hobby for the class. Choose the best to display in cases where all the school can view them.

3. Make a bulletin board display of clippings about unusual hobbies of people throughout the world.

4. List the leisure time activities available in your town or city. What

other recreation can be found within ten miles of your town? Check the ones which are free to the public.

5. Plan a time budget and follow it for one week. Report to the class any changes you find necessary.

6. Time yourself at a task such as (a) mowing the lawn; (b) setting the table; (c) cleaning your room. Try to reduce the time required. Compare your time with that of others doing the same work. Set up a suggested time schedule for common household tasks.

7. Help your school librarian arrange special displays on vocations and hobbies for everyone to see.

8. As a class help to plan and carry out a Career Day (or Week) Programme in your school.

9. Have a personnel director from a firm in your community speak to your class about "Personal Qualities Needed to Get and Hold a Job."

OTHER BOOKS AND BOOKLETS TO READ

Canada Department of Labour, Booklet: *Canadian Occupations: Careers in Home Economics*, Monograph 39, Ottawa, Canada.

Canadian Home Economics Association, Leaflet: *Careers in Home Economics*, 78 Sparks Street, Ottawa, Ontario.

DESCHIN, *Fun with Your Camera*, McGraw-Hill Co. of Canada.

FRATER, GALLAGHER and JONES, *Instruction in Sewing*, Prang, Sandusky, O.

JENKINS, BAUER and SHACTER, *Teen-Agers*, Unit 5, W. J. Gage.



UNIT II

FOODS YOU LIKE AND NEED

You look forward to mealtime. Your appetite is whetted by the aromas coming from the kitchen and the colourful arrangement of the foods on your plate. Not only are your senses of sight and smell affected by food; it affects your looks, feelings, and health.

Foods are combined in menus or daily food plans to include sufficient calories and essential nutrients for your health as well as a variety in colour, texture, and taste to appeal to your appetite. You especially enjoy a meal that includes some of your favourite foods.

Preparing simple refreshments, snacks, or entire meals is easy when you make preparation plans, use correct measurements and utensils, and follow recipe directions for best results. You need to know how to select healthful foods, make them tasteful, and prepare them with no waste of time, energy or food value.

Table coverings, dishes, glassware, and silver form the setting for foods. An attractively set table with a centrepiece adds to the enjoyment of any meal. A knowledge of the kind of table service best suited to your family and the occasion adds pleasure to the snacks, refreshments, or meals you serve to family and friends.

Chapter 5



Courtesy of Westinghouse

Planning Makes a Good Start

Food and You. Food plays an important part in how you *look* and the way you *feel*. If you are careless about the food you eat, you may think you're "getting by" all right, but your poor diet will show up in various ways. A poor complexion, lifeless hair, poor development of teeth and bones, that "tired feeling," anemia, and nervous habits such as nail biting may be the price you pay for careless food habits.

Doctors, teachers, school nurses, and parents are concerned about the number of teen-agers who are eating too little of the necessary foods. Some teens go on strange, self-planned "diets" in an effort to keep their weights in line with fashion-figure models. A little knowledge is dangerous when carried to extremes.

Never cut out entirely any particular type of food without your doctor's orders. You may be short-changing yourself so seriously that damage will be done to your body which can never be corrected. If you really wish to look your best and feel "on top of the world," eating the right foods in the right amounts will help you toward that goal.

Scientists Give the Answer. Who tells us which are the right foods? For years scientists have studied and experimented with foods. They believe that all persons should know what foods are needed to help them feel happy and well.

The list of foods which food scientists recommend as essential foods is divided into the five groups shown in the chart on the facing page.

A DAILY FOOD PLAN

MILK

Children (up to about 11 years)	2½ cups (20 fl. oz.)
Adolescents	4 cups (32 fl. oz.)
Adults	1½ cups (12 fl. oz.)
Expectant and nursing mothers ...	4 cups (32 fl. oz.)

FRUIT

Two servings of fruit or juice, including a satisfactory source of vitamin C (ascorbic acid) such as oranges, tomatoes, vitaminized apple juice.

VEGETABLES

One serving of potatoes. Two servings of other vegetables, preferably yellow or green and often raw.

BREAD AND CEREALS

Bread (with butter or fortified margarine). One serving of whole grain cereal.

MEAT AND FISH

One serving of meat, fish or poultry. Eat liver occasionally. Eggs, cheese, dried beans or peas may be used in place of meat.

In addition, eggs and cheese each at least three times a week.

Plus other foods such as fats and sugars usually served with foods of the above five groups. These are needed to complete meals and provide additional food energy and other food values.

Adapted from *Canada's Food Guide*.

What Do the Essential Foods Supply? Flavour alone does not account for all the satisfaction foods give you. In each of the essential foods there are special ingredients which *help* to give you pep and add to your attractiveness. These materials are known as *nutrients*. There are six groups of nutrients the names of which you may already know from reading, hearing about them over the radio, or studying them in science class. The groups of nutrients are:

Proteins	Vitamins	Fats
Minerals	Carbo-	Water
(also	hydrates	
known		
as mineral matter)		

Each nutrient group (water excepted) is complex; that is, there is more than one kind of protein, carbohydrate, fat, vitamin, and mineral. Foods, with few exceptions, are made up of several nutrients. *The essential foods supply the various nutrients in the form best suited to the needs of your body.*

What the Nutrients Do. Nutrients have three important duties. (1) *They build the body and keep it in repair.* (2) *They regulate the body so it can run smoothly.* (3) *They furnish fuel so the body has energy to keep working.* Each nutrient has special purposes.

(1) *Protein.* There is protein in your skin, hair, nails, nerves, muscles, and



5-1. The Meat and Fish group offers a variety of foods to meet the daily protein requirement. Meat, fish, poultry, eggs and cheese are preferred sources for the one or more daily servings. Dried beans and peas are good protein sources.

Associated Milk Foundation

5-2. Milk provides calcium, protein, riboflavin, vitamin A and other nutrients. Teen-agers need 4 cups daily.

Associated Milk Foundation



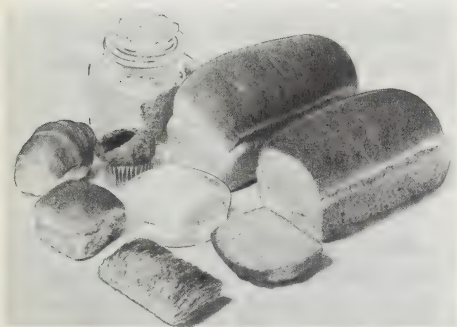
all other tissues of your body. To build and repair its tissues, your body needs protein. Protein exists in many foods. The protein in the animal foods, *meat, fish, poultry, eggs, milk, and cheese*, is of top quality. Vegetable foods such as *dried peas and beans, nuts, and cereals* also furnish protein. The proteins in most vegetable foods do not supply the body needs as completely as do the proteins in animal foods. When a vegetable-protein food such as a whole-grain cereal is used with animal-protein foods such as milk, the combination serves the body well.

(2) *Minerals*. These nutrients help build and repair the body and also help other nutrients do their part. The body needs *more than a dozen kinds of minerals* to keep it in good running order.

A food rich in minerals contains not one kind but several. Be sure

5-3. Bread and Cereals offer protein, iron, and B vitamins to the daily diet. As breads and cereals are carbohydrates, they are sources of energy for the body.

Associated Milk Foundation



that you use milk and milk products. You will receive *calcium*, a mineral your body needs to keep bones and teeth healthy. If you eat meat (especially liver), eggs, green leafy vegetables, dried beans, peas, fruits, and whole grains, you will get *iron*, used to build good red blood, as well as many other necessary minerals.

Iodine is needed to prevent goitre. This mineral is found in food and water from localities near the sea. The water supply and foods grown away from the sea (the Great Lakes region and prairie provinces) do not contain enough iodine for body needs. Iodized salt and salt-water fish (canned or frozen) furnish iodine.

(3) *Vitamins*. Vitamins help us grow normally and aid in the use of other nutrients. Foods contain many vitamins though we can neither taste nor smell them. Food scientists believe

5-4. One serving of potatoes and two servings of other vegetables daily help supply the body's need for vitamins A and C. Vegetables are also a good source of minerals.

Associated Milk Foundation



5-5. Citrus fruits, tomatoes, and vitaminized apple juice are very good sources of vitamin C. The daily serving of another fruit also contributes some vitamin C and minerals.

Associated Milk Foundation



that more vitamins than we now know may some day be discovered in commonly used foods. Well known vitamins are:

VITAMIN A

THE B VITAMINS. There are many of these; the best known are:

Thiamine (thi'-a-mine) or B₁.

Riboflavin (ri-bo-fla'-vin) or B₂.

Niacin (ni'-a-s'n).

These and all other known B vitamins are called *Vitamin B Complex*.

VITAMIN C or

Ascorbic acid (a-skor'-bik).

VITAMIN D.

Foods rich in vitamins are: fruits, vegetables (especially those that are dark green or deep yellow), whole grains, milk, eggs, and meats (especially liver).

(4) *Carbohydrates*. Carbohydrates give *energy* and help other nutrients work to best advantage. All foods give energy, some more than others. Energy is needed by the body to keep its organs working; that is, to keep the body warm, moving, breathing, and the heart beating. Well known kinds of carbohydrates are sugar and starch. Foods rich in carbohydrates are cereals, breads, and sweet foods such as syrups and desserts.

(5) *Fats*. These nutrients also give energy and carry fat-soluble vitamins with them. Fats produce more energy than carbohydrates. Butter, margarine, other shortenings, and oils are rich in fats.

(6) *Water*. Water aids digestion and carries other nutrients to different parts of the body. It also helps in regulating the body temperature.

Do you see that each nutrient has a special job to do and may help other nutrients do their part? This is why we need foods which will furnish *all* nutrients. The way to do this is to use the essential foods every day and to drink water.

Remember that the right foods in the right amounts will help to give you:

Lots of pep	Sound teeth	Calm nerves
A trim figure	Glossy hair	Comfortable
A good complexion	Good health	living
		A longer life

Why Learn To Cook Foods? At food markets one finds an increasing number of canned, frozen, and other prepared foods. Of course, you will want to use these time-savers. They are included in a number of recipes and suggested menus in this book. Yet to use and combine the ready-prepared products effectively, you need to know the basic methods of cooking and menu-making. Moreover, learning the fundamentals of cooking helps you to save the nutrients in foods. Otherwise, you will destroy or pour into the sink drain nutrients which may add to the flavour of food and which you and your family need.

When foods are cooked in a bakery or factory, the cost of the work is added to the selling price. Cooking or baking most foods at home means saving money and often an improvement in flavour.

There is still another reason why learning to cook is worthwhile. Cooking is an art requiring imagination. One may get much pleasure from

making tasty dishes. There is real satisfaction in planning, preparing, and serving attractively fine-flavoured foods to one's family and friends.

Kitchen Work Centres. Before you begin to prepare foods, you need to get acquainted with your *school homemaking kitchen*, the place in which you will work. Your school kitchen will be a work room for many persons. This is one of the reasons why it cannot be just like a home kitchen. Working in a school kitchen should give you experiences which you can use or adapt when working at home in your kitchen.

The cupboards and counter spaces, the stove, and the sink in a kitchen form *work centres*. On the work table or counter space you will prepare and mix ingredients. This is the *food mixing or preparation centre*. Since you will use the stove in cooking, the stove is the main item of the *cooking centre*. You will use the sink or draw water from it to wash dishes. Hence the sink is considered the *dish washing centre*.

It saves steps and time to have utensils placed in the work centre where they will be used *first or most often*. For example, in making baking powder biscuits, the flour, salt, and baking powder as well as bowls and utensils needed for measuring, mixing, and baking should be within easy reach of the work table or counter. Measuring cups, and other utensils are needed at the mixing centre and sink. It pays to have such utensils in both centres.



H. Armstrong Roberts

5-6. These girls check the recipe to make sure that they have the correct measurements and that the ingredients will be added by the proper method in the proper order.

When working in your school kitchen, you will be expected to do your full share to keep it spick and span and to leave all utensils in their proper places.

Exploring Your School Homemaking Kitchen. Notice where the work centres are in your school kitchen. Make sure you know where the flour, sugar, and other staples are located and arranged. Of course, you need to know where the utensils are placed and how they are stored.

Get acquainted with your *stove*. Watch carefully as your teacher demonstrates how to regulate its burners or units and its oven.



L. Willinger from Shostal

5-7. The most convenient kitchen work centres are similar for home and school. Table and counters form the mixing centre; cooking is centred at the stove; the sink is the dishwashing centre. It is efficient to have utensils stored closest to the work centre in which they are used.

If there is an *electric mixer*, notice how the current is turned on and off. Observe, too, how to regulate it for different speeds.

For laundering dish towels and table linens, your school kitchen may have a *washing machine* and a *clothes dryer*. Even if you have these devices in your home, the makes and models in each place may differ. You will need to learn how to operate those in your school.

Work Groups. Whether or not your school kitchen is separated into unit kitchens, your class will probably be divided into groups of four or more pupils. To avoid confusion the groups may be numbered or let-

tered, or each group may be known as a family with a family name such as the Rogers Family or the Stuart Family.

The members of each group will divide duties such as collecting supplies, preparing foods, arranging place mats, napkins, and serving dishes and cleaning up.

Food-Preparation Plans. If you are part of a work group, plan your work carefully. Whether you are preparing a few or several foods for a meal, think about these points:

(1) *Decide which foods are not harmed by standing and which must be served immediately after preparation.*

(2) *Estimate how long it will take to get a food ready for cooking or baking and how long to cook or bake it.*

(3) *Decide the order in which to prepare the foods.* If you are preparing several foods, start on the food which requires the longest cooking time. You may start to prepare several foods before completing the preparation of any of them.

(4) *Know not only which food materials but which utensils are needed to mix, cook, or bake the foods.* The more carefully you plan your work, the better the results.

(5) *Make planning a habit.*

Measuring on the Level. Measuring is one of the basic steps in mixing foods. The following episode tells how careful measuring begun:

"Remember, when you measure baking powder, you want to make it as rounding as the spoon hollows," said Fannie Farmer to a pupil in her class. The girl retorted, "But if I do it that way, it might be different every time. Why don't you use two *level* spoonfuls?"

From this experience Fannie Farmer, who became famous as a teacher of foods and author of a cookbook, wrote recipes using not only *level* spoonfuls but *level* cupfuls in measuring. Level measurements help in turning out good foods every time. For success you need to measure carefully *every time*. Whether you bake a cake or prepare a meal occasionally or daily, accurate measuring of ingredients for many foods is necessary.

5-8. Recipes call for exact measurement of ingredients. Use the proper measuring utensils. Having all the measured ingredients on a tray is handy and saves cleaning a large counter or table area. What other measuring utensils could be used?

Photograph from Corn Products Refining Company



Have a demonstration showing how to measure various foods, such as sugar, flour, water, butter, or margarine (table fats), in both spoons and cups.

When you make sauces, muffins and many other foods, there are at least three types of ingredients to combine: (1) dry, (2) moist, (3) fat. When possible, measure dry ingredients first to avoid washing utensils each time after using. Recipes in this book are arranged to help you form habits that will save time and dishwashing.

If a recipe calls for a pint of milk and you have no pint measure, what will you do? Fill your measuring cup two and one-half times because $2\frac{1}{2}$ cups equal 1 pint. If you are using a recipe from an American cookbook, remember that in the United States one pint is equal to only two cups. You also need to know how many tablespoons fill a cup and how many teaspoons make a tablespoon. Learn the following:

- 3 teaspoons (t. or tsp.) = 1 tablespoon (T. or tbsp.)
- 16 tablespoons (T. or tbsp.) = 1 cup (c.)
- 2 cups (c.) = 1 American pint (pt.)
- $2\frac{1}{2}$ cups = 1 Imperial pint
- 2 pints (pt.) = 1 quart (qt.)
- 4 cups = 1 American quart
- 5 cups = 1 Imperial quart
- 16 ounces (oz.) = 1 pound (lb.)

In this book the abbreviations t., T., c., pt., qt., and lb. are used.

When You Work in the School Kitchen. On the day you are to prepare food, waste no time in getting ready.

(1) After putting away your books, *wash your hands*. Put on a *clean apron*. Do not touch your hair while working with foods. Never comb it in the kitchen at school or in your home kitchen.

(2) Follow your work plan in getting out *utensils* and *supplies*. Collect all utensils and supplies needed before you begin to measure, cook or bake.

(3) Save steps. As you carry items from one work centre to another or from kitchen to dining-room, think what you can bring back. In this way you will save not only steps but time and energy.

Dishwashing Tips. After cooking and serving food comes cleaning up. This includes dishwashing. You can speed dishwashing by: (1) *Scraping*. For this a rubber scraper will help. (2) *Piling neatly*. Place like kinds together. (3) *Soaking*. Use cold water for dishes which have held eggs, milk, and uncooked starchy mixtures; hot water for syrups, most cooked foods. Wipe greasy dishes and utensils with paper towel before soaking. Soak cooking utensils as soon as emptied. (4) *Washing*. Use hot water with soap or detergent. Change water often. If metal utensils do not come clean, use a scouring pad. (5) *Rinsing*. Use scalding or very hot water to destroy disease organisms which may be on dishes that have come in contact with the lips. (6) *Drying*.

Use clean towels. Towel drying may not be needed if dishes are arranged properly in a dish-draining rack and rinsed with hot water. To polish glassware or silver dry them with a towel.

Sink Care. Keep the sink as free as possible from *grease*. Do not use rough scouring powder in cleaning it. Grease that has collected may clog the drain pipe, and coarse scouring powder makes the sink rough and harder to clean. To clean the sink try this method:

Shut off the faucet; turn on no water while washing the sink.

Holding your sponge or cloth over the drain, wring it as dry as possible. Apply soap or detergent or fine scouring powder to the sponge or cloth; then wash the sink.

Turn on the water and rinse the sink and sponge or cloth. If the sink is stainless steel, wipe it with a dry cloth or towel.

Caring for the Kitchen Range. Shining up the kitchen range will be simple if, after every use, the surfaces are wiped off carefully. If neces-

5-10. Rinsing washed dishes, silverware, and glasses with scalding water helps to destroy any disease organisms which may have remained on the dishes. Wipe silver and glasses with a clean towel. At home, the scalded dishes may be left in the rack to air dry.

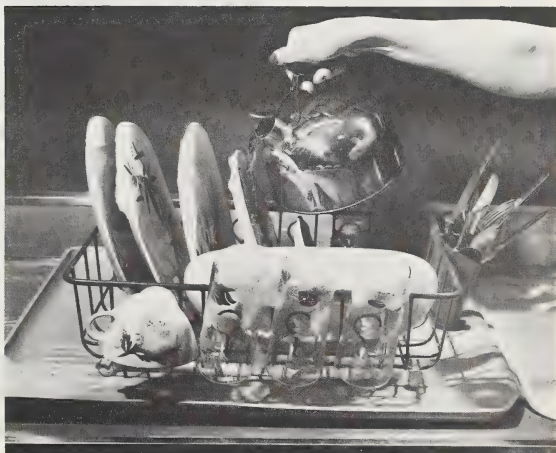
Rubbermaid, Inc.



Rubbermaid, Inc.

5-9. Dishwashing is an easier task when dishes are cleaned with a rubber bowl scraper and silverware separated from glasses and dishes.

sary, the *porcelain enamel* parts of a stove may be removed when the stove is *cold* and washed with soap or detergent at the sink. Washing may crack or chip hot enamel. Trays under burner or unit should be washed every day. If stains do not



disappear, try baking soda applied with a damp cloth.

Soak the *broiler pan* as soon as it is cool, and it will clean like any other pan.

Wash away *oven stains* as soon as the oven is cold. Wipe fat spilled on the oven with paper, then wash with soap or apply household ammonia solution ($\frac{1}{4}$ cup ammonia to $\frac{3}{4}$ cup water). If grease is spattered on the sides and top of the oven, place a bowl of ammonia and water in the oven. Close the oven door and let stand over night. Ammonia fumes will loosen the grease. Wash away the loosened grease.

Refrigerator Care. If food spills in the refrigerator, remove it at once. When returning a milk bottle or other containers to the refrigerator, see that the outside of the container is clean. Once or twice a week, wipe

the whole outer refrigerator surface with a damp cloth and polish it with a dry one.

The weekly cleaning of a refrigerator is easy if it is self-defrosting and if you have waxed it on the outside with a special creamy wax for refrigerators. Once a week wash the evaporating pan in warm, soapy water. Rinse, dry, and replace it.

If necessary, defrost your refrigerator *each week* according to instructions for your appliance. At this time remove all the foods from shelves and drawers. Wrap frozen foods in several thicknesses of newspaper until ready to return them to refrigerator. Wash drawers and covers and shelves at the sink in warm, soapy water. Wash the inside walls and floor of the cabinet with a cool baking soda solution (1 teaspoon baking soda per quart of water).



5-11. Foods which need chilling before service at luncheon or dinner may be refrigerated uncovered for a short length of time. It is important to keep refrigerated foods covered so that foods which absorb strong odours will not be spoiled. A refrigerator should be cleaned once a week for best food protection.

The Pillsbury Company

FOR YOU TO DO

1. Have the class plan an *apron* and *grooming check sheet* for those working in the school kitchen. Also decide what the ruling will be if a pupil fails to meet requirements. You may wish to post the pupil's name on the bulletin board. At the right of the list post a check sheet which each pupil will check when he or she enters the room.

2. List all the foods you ate yesterday including any snacks you ate after school or before going to bed. Beside each food place the name of the essential food group to which it belongs.

Did you have all the essential foods? If not, foods from which groups were lacking? In what meal could you have included a food from that group?

3. A recipe for a sauce includes 2 *tablespoons butter or margarine*, $\frac{1}{2}$ *teaspoon salt*, 1 *cup milk*, $\frac{1}{8}$ *teaspoon pepper*, 2 *tablespoons flour*. In what order would you measure these ingredients? Explain your answer.

4. At home study whether the placing of utensils within easy reach of the centre where they are used most often

would be more convenient. Draw a chart showing the favoured changes. If your mother wishes, rearrange utensils.

5. Think of ways to change arrangement of equipment that could speed up dishwashing in your home. Discuss this with your mother. If she approves, help in the rearrangement, and report the results to the class.

6. Bending as you work is tiresome. If you have to bend while washing dishes, a portable sink platform placed in the bottom of sink will raise the dishpan to a comfortable working height. Talk with your mother or dad about using a sink platform. Perhaps your dad or brother would make one.

7. Spoons, forks, cups, and tumblers—those dishes which touch the lips and mouth—may not always be as clean as they look. Even when a person is well, the mouth usually contains disease organisms. These organisms, which we cannot see, are not always destroyed in dishwashing. Colds may be spread in this way. What step in dishwashing will make dishes safer to use?

BOOKLETS TO READ

Canada Department of National Health and Welfare Publications: *Healthful Eating*; *How to Plan Meals for your Family*; *Canada's Food Guide* (leaflet); *Make Every Day Vitamin D-Day*, Queen's Printer, Ottawa, Ontario.

Equitable Life Assurance Society of the United States, *Kitchen Sense* (revised), 393 Seventh Avenue, New York 1, N.Y.

Chapter 6



United Fruit Company

Citrus and Other Fruits

Citrus Fruits. *Oranges, grapefruits, lemons and limes* are the best known of a group of fruits called *citrus fruits*. Citrus fruits are rich in vitamin C. Foods containing vitamin C are needed *every day*. *The body cannot store much of this vitamin. A constant supply of vitamin C is important.* One medium sized orange will more than supply the entire daily vitamin C requirement. For more vitamin C we depend upon other fruits and vegetables such as tomatoes or raw cabbage. A medium tomato contains about half as much vitamin C as a medium orange. In addition to vitamin C, citrus fruits contain other vitamins and several other nutrients. A few pointers will help you to select fruits wisely for nutritive values and economy.

Marketing Ventures. Betty went to a big super market to buy oranges for juice, apples for pies, and dried prunes for prune whip. She selected large oranges with bright thick skins, large red apples marked "Delicious" and largest size prunes. Could Betty have selected other kinds of oranges, apples, and prunes, and paid less for them? She showed that she did not know how to choose fruit.

Remember, when you go to market, that you are using money from the family purse. It is up to you to spend wisely.

Selecting Citrus Fruits. We like both the pulp and juice of citrus fruits. Juicy fruits have fine-grained thin skins. They feel heavy and firm, not spongy.

Well known types of oranges are:

(1) Navel oranges which are seedless; (2) Other varieties most of which contain seeds. Ripe oranges show no green on the skin. However, the variety called Valencia oranges may have green portions when ripe. Light coloured oranges are sometimes deepened in colour with harmless coal-tar dye; however they may not be dyed to cover inferior or immature fruit. Oranges which are dyed must have "colour added" stamped on them. Russetting does not affect the flavour of oranges or grapefruit. Buy medium or large sized oranges without seeds for table use; smaller oranges for juice. When buying *grapefruits*, *lemons*, and *limes*, look for smooth-skinned, heavy fruits. Green limes have a better flavour than those that have turned yellow.

Buying other Fruits. *Apples.* Apples selected for eating raw or for baking should be firm and free from blemishes. Some varieties of apples, their

marketing season, and uses follow.

Summer

cooking — *Transparent*, *Duchess*, *Melba*

Fall and Winter

eating — *McIntosh*, *Snow*, *Jonathan*, *Delicious*, *Staymen*, *Golden Russet*

eating and cooking — *McIntosh*, *Cortland*, *Northern Spy*, *Newtown*, *Winesap*

baking — *Rome Beauty*, *Wealthy*, *Greening*, *Tolman Sweet*

Bananas. For immediate eating raw select those (1) whose skin is unbroken but flecked with brown, (2) with no green colouring on the tip. Either bake green bananas or keep them at room temperature to ripen.

Berries. Choose berries of good colour, firm, and plump, in unstained containers.

Cantaloupes. Vine-ripened cantaloupes have a finer flavour than those ripened after picking. A smooth stem

6-1. There are many ways to use oranges. For salads use the orange segments or slices cut as pinwheels. The pinwheel slices cut into sections are better for use in fruit cups.

Sunkist Growers





6-2. An attractive centrepiece for a dining table is a plate or bowl of a variety of ripened fruits. The skins of the ready-to-eat fruits should be washed before they are arranged in the plate or bowl so that the fruits may be taken right from the centrepiece for eating. How many of the varieties of fruit in this photograph can you identify? Do any of the fruits shown need to be stored in the refrigerator?

end indicates vine ripening. A blossom end soft when pressed with the finger indicates sufficient ripening. A fragrant odour usually means delicious flavour.

Peaches. Buy yellow rather than white varieties. The yellow ones have more vitamin A. Choose peaches that are free from bruises.

Pears. A pliable stem end indicates ripeness. Winter varieties may require ripening at home. Let them ripen at room temperature. Check ripe pears often for spoilage marks.

When You Bring Fruit from Market. Ripe fruit may spoil readily at

room temperature, so keep it in the refrigerator or in another cold place.

There are a few exceptions to this rule. Do not store bananas or pineapples in the refrigerator. Citrus fruits may need to be refrigerated only in the very warm weather.

Pick over berries, cherries, and grapes to remove any decayed fruit; spread berries on a shallow pan or plate. Store all these fruits in the refrigerator. Ripe melons are delicious after refrigeration. Fruits that are kept in the refrigerator for some length of time should be checked daily for spoilage marks.

Some fruits should be covered when in the refrigerator. Rhubarb should be covered to keep its crispness. Cantaloupes need covering to keep their aroma and flavour from being absorbed by butter and other foods.

Washing Fruits. Wash fruits carefully to remove dust and spray that may have been used to prevent insect and fungus growth. Put berries and grapes in a strainer or colander, and pour water over the fruit. Drain well; if necessary, dry with a cloth or paper towel.

Fruit is often sprayed with agricultural chemicals. Whether fruit comes from an orchard near your home or from a distance it is best to wash it. Be on the safe side. Scrub pineapple and other rough surfaced large fruits. In case of apples and pears remove some of the skin at stem and blossom ends where the spray may have lodged.

Vitamin C Is Sensitive. We need to know how to handle fruits and vegetables rich in vitamin C so that none of this vitamin is to be destroyed. Vitamin C can't stand heat or air. When a food containing this vitamin is heated with air touching it, its vitamin C is 25 to 75 per cent destroyed. In some cases there is complete destruction.

Adding soda to the water in which vitamin C foods are cooked increases the vitamin destruction. It is much better to use vitamin C foods raw. Luckily, oranges and grapefruits are usually served raw. Commercially canned and frozen citrus fruits, how-



6-3. In addition to oranges, grapefruits, lemons and limes, the citrus fruits include tangerines and kumquats. It is well to have a citrus fruit daily for its vitamin C. The body does not store this nutrient.

ever, retain most of their vitamin C.

Another thing that vitamin C cannot stand is bruising or aging. Berries, tomatoes, cabbage, greens, and other vitamin C vegetables and fruits fresh from the garden or nursery are richer in vitamin C than those handled carelessly and kept in market or in the kitchen for some time.

Save the Pulp of Citrus Fruits. Both the juice and pulp of citrus fruits contain vitamins and minerals. Bits of pulp are loosened with the liquid in extracting the juice. If you use a fine strainer, the pulp is lost. Whether an orange or grapefruit is sliced, separated into segments or juiced, save as much of the pulp as



California Foods Research Institute

6-4. Refreshing fruit cups are easy to serve in any season of the year. Dried fruits are always available and may be combined with the seasonal fruits. Prunes are combined with bananas and oranges in custard cups and served chilled as a dessert after a hearty meal.

possible. The pulp is too tasty and nourishing to waste.

Juicing Oranges and Grapefruits.

If you like fruit juices cold, place the whole fruit in the refrigerator overnight or long enough to become cold.

If a citrus juice cannot be served immediately, put the juice in the refrigerator in a *covered* container, just large enough to hold the juice. A layer of air on top of the juice helps to destroy vitamin C. Although not so fine flavoured as fresh juice, there

is not much loss of vitamin C if the juice is stored for 24 hours in the refrigerator as directed.

If frozen orange juice is used, keep it frozen until a short time before it is to be served. Since frozen juice is not sterilized, if thawed, the juice may soon spoil, even though the can has not been opened.

Fruit Cups. One fruit or several kinds of fruit served in a sherbet cup is a *fruit cup*. It is commonly used either to begin or end a meal; it is

served as an appetizer or as a dessert.

Fruit cups are especially tasty when made entirely of *fresh fruits*. Frozen or canned fruit may be used if a tart, fresh fruit is added. The latter gives crispness and tartness to the sweeter (and usually less firm) canned or frozen fruit. The fruits of a fruit cup should contrast in flavour and colour. They should also be cut into a variety of different shapes such as cubes, balls, segments, and strips.

Some fruit combinations require sweetening with sugar or syrup. The

syrup may be flavoured with peppermint extract or crushed mint candy. Grape juice, cider, or bits of preserved ginger give a pleasant change in flavour. For an appetizer, an intensely sweet food is not suitable. If too sweet, lemon juice may improve the fruit cocktail.

As a *garnish*, mint sprigs, or a small scoop or ball of sherbet may be used. A fruit cup garnished with sherbet is often called *frosted fruit* cup. For a change, serve fruit cup with cookies or brownies as a dessert.

Orange-Banana-Pineapple Fruit Cup

4 servings

2 medium oranges
preferably seedless

1. Wash and *peel* oranges. Cut crosswise into $\frac{1}{2}$ -inch slices. Then according to the size of slice cut each into 4 or 8 pie-shaped pieces. Drop into a bowl.

$\frac{1}{2}$ c. or 8 pineapple chunks
 $\frac{1}{4}$ c. pineapple syrup

2. Cut each pineapple chunk in two. Add pineapple and syrup to oranges.

2 ripe medium bananas
(The orange and pineapple
juices will prevent bananas
darkening.)

3. Peel bananas. Cut in half lengthwise. Holding the halves together, cut into inch slices. Add to other fruit.

Mix fruit, stirring carefully. Place in refrigerator until time to serve. Then spoon into 4 sherbet glasses. In serving place each sherbet glass on a small plate.

Other Fruit Cup Ideas

Allow $\frac{1}{2}$ cup fruit mixture for each serving

1. Diced pears. Add ginger ale. Garnish with cranberry jelly or sauce.
2. Orange and grapefruit segments, frozen strawberries thawed.
3. Diced pineapple, and strawberries (fresh or frozen), whole or halved.
4. Melons (green and pink meat) or watermelon, cut into cubes or balls. Add lemon juice. Garnish with blackberries or blueberries.
5. Green, seedless grapes, peaches, and peppermint candy (crushed).



Processed Apple Institute

Apple Crisp

4 servings
3 c. sliced apples
(6 medium)

350° F. oven 45 to 50 minutes
1. Heat oven. Wash apples. Pare thinly; core, slice. Place in shallow baking dish.

$\frac{1}{3}$ c. sugar
 $\frac{1}{4}$ t. nutmeg
 $\frac{1}{2}$ t. cinnamon
 $\frac{1}{2}$ t. salt
1 t. grated lemon rind
2 t. lemon juice

2. Mix sugar, spices, salt, lemon rind. Sprinkle over apples. Add lemon juice. (Grate only coloured portion of lemon rind.)

$\frac{1}{2}$ c. flour
 $\frac{1}{3}$ c. brown sugar
firmly packed
Dash salt
 $\frac{1}{4}$ c. butter or margarine

3. Mix flour, sugar, and salt. With pastry blender or fork, mix table fat with dry ingredients. Use as a topping. Bake until apples are tender, and topping is slightly browned. Serve with light cream.



U. S. D. A. Photograph

Baked Apples

4 servings
4 apples (medium size)

375° F. oven

30 to 45 minutes

1. Wash and core apples. Leave skin on or pare entire apple or upper half only.

4 T. sugar—white or brown
Salt
4 T. water

2. Place apples in an aluminum or oven-glass pie dish. Put 1 T. sugar and pinch salt into each centre. Pour water into the pan or dish. Bake until tender. Test with fork.

FOR A CHANGE: Instead of sugar only, mix the following ingredients and put a portion into the centre of each apple.

4 T. sugar $\frac{1}{8}$ t. salt
2 T. flour $\frac{1}{2}$ T. butter or margarine
 $\frac{1}{2}$ t. cinnamon or nutmeg

Mincemeat, raisins, or nuts may be used as a centre filling.



6-5. A pressure pan is a safe cooking device. However, a cook must follow the directions in the cookbook which comes with the pressure pan. All pans used in cooking on top of the range should have the handles placed away from the heating units and away from the edge of the range.

Fairview High School

Since you will use the oven and soon cook on top of the stove, be sure to heed the following:

PLAYSAFE

Over 22,000 persons were injured in Canadian homes during a recent year! Of these 2,000 died — 500 from fire. Do be careful when you light a gas burner, either surface or oven. Use safety matches. *Always light the match first, then turn on the gas and apply the match.* Before closing oven door make sure the burners are lighted. If you use an electric stove, make sure all units are turned off before removing cooked foods.

What Drying Does to Fruits. Drying makes fruits smaller and wrinkles the skins. It also causes a change in flavour. These changes are caused mainly by the loss of water. The drying process also destroys some of the vitamins.

In drying, fruit is often treated

chemically with sulphur dioxide gas to soften the skin, to preserve it, or to prevent discolouration. This is not harmful, but the labels of fruit so treated must contain the words "sulphur dioxide." Some prunes, known as tenderized or pasteurized, undergo special treatments mainly to hasten their cooking time or to eliminate soaking in water before cooking.

Dried fruits are sold in packages or in bulk. They are graded according to quality and size. The smaller the fruit, the more to the pound. The smaller ones cost less and usually have more pulp per pound.

Cooking Dried Fruits. Before cooking, wash dried fruits and, if necessary, soak them in water. This restores water lost in drying. Do not throw away the soaking water which may contain dissolved minerals or vitamins.

Dried Fruits

$\frac{1}{2}$ lb. dried fruit
Hot water to cover
(about 2 cups)

4 servings

1. Wash dried fruit in warm water.
2. Place fruit in saucepan. Add water. Cover. If soaking is necessary, let stand 1 to 2 hours or overnight.

$\frac{1}{4}$ to $\frac{1}{2}$ c. sugar for apricots,
peaches, pears
 $\frac{1}{8}$ c. or none for prunes
and figs
 $\frac{1}{8}$ t. salt

3. Cook in gently boiling water until tender. Test with fork. Immediately after removing from heat, add sugar and salt. Stir just enough to dissolve sugar. Lemon improves the flavour of most dried fruits. Cook lemon rind with fruit, or stir in $\frac{1}{2}$ teaspoons lemon juice after cooking.

TIP ABOUT RAISINS: Raisins used in salads and for many other purposes are usually not cooked in water. After washing, plumping them by heating in the top of the double boiler makes them more attractive.

Fruits Make Good Salads. The perfect salad is *tasty* and *tart*. Because of their tartness fruits such as the citrus fruits make good salads. A fruit salad is sometimes served as a dessert or appetizer, but more often with the main course. A salad, either fruit or vegetable, eaten with the main course is known as an accompaniment salad. Occasionally a fruit salad is the main dish of a meal.

Green leaves form a base for salads. Greens add crispness, colour, and

flavour. *Shredded* lettuce, used as a base for a salad, is more often eaten than a whole lettuce leaf. It pays to form the habit of eating salad greens.

In preparing a salad, always make sure you have a salad dressing on hand or prepare a dressing first because salad dressings are not harmed by standing. The dressings should be cold when served. Some salad dressings are made without cooking; others are cooked and chilled before using.

Waldorf Salad

1 c. diced celery, stems and leaves

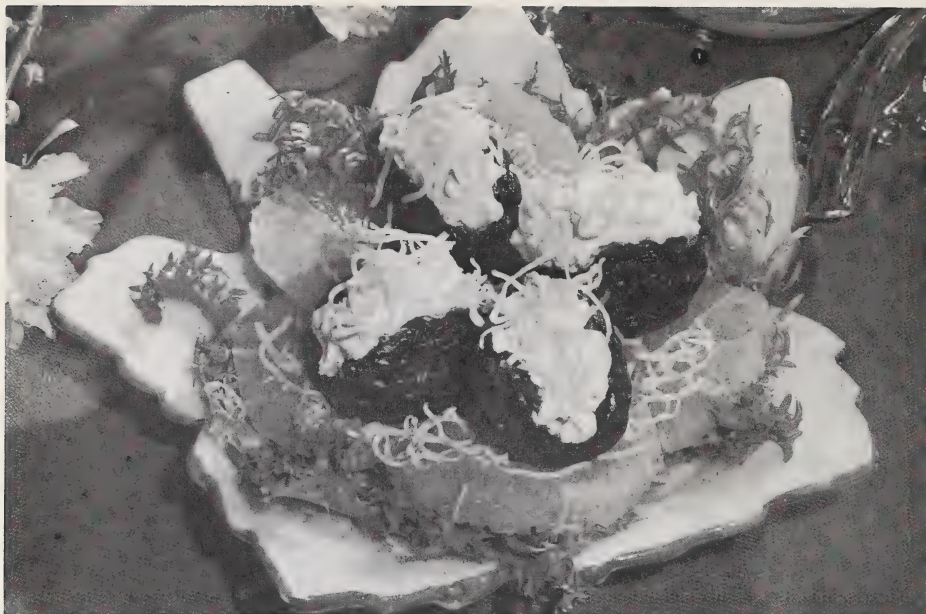
4 servings

1. Scrub celery, using a vegetable brush. Cut into small pieces. Drop into a mixing bowl.
2. Wash apples. Halve and core. Do not pare. Cut into cubes or dice. Add to celery.

1 c. diced red apples (Prepare just before mixing)

$\frac{1}{2}$ c. ready-prepared or cooked salad dressing (page 140)

3. Add salad dressing to apples and celery. Mix with fork. Serve on a bed of salad greens. If you wish, sprinkle $\frac{1}{4}$ c. coarsely chopped walnuts over the salad mixture. Serve at once.



California Foods Research Institute

Stuffed Prune Salad

12 large dried prunes cooked
to avoid breaking the skin

$\frac{3}{4}$ c. creamed cottage cheese
or 1 4-ounce package
cream cheese

Salad dressing

4 servings

1. Wash prunes. Cook as directed on page 77 or steam in the top of a double boiler. Cool. Then slit the prunes to remove stones.
2. If cream cheese is used, mix with enough salad dressing to moisten. Stuff prunes with cheese mixture. Sprinkle with paprika. Arrange on a bed of salad greens. Serve with your favourite salad dressing.

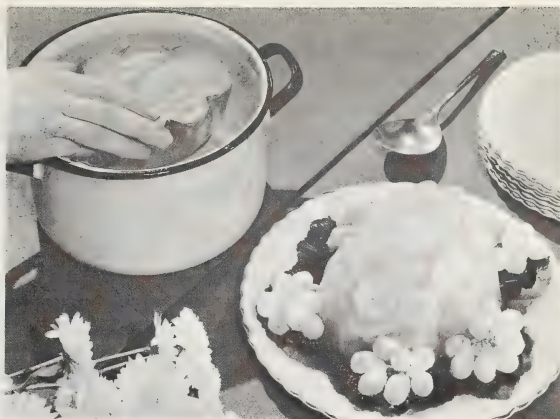
Fruits in Gelatin Dishes. Gelatin is manufactured from animal tissues. When refined gelatin is dissolved in hot water, flavoured, and cooled, a jelly is formed. Fruit juices are commonly used for flavouring.

At market one finds two types of gelatin, both sold in packages. One kind is plain gelatin. Nothing is mixed with it. In recipes this is re-

ferred to as *unflavoured* gelatin. The other kind is *flavoured* gelatin sold under different trade names. This contains gelatin, sugar, colouring, and other materials. To improve its flavour and food value fruit juice or fruit may be added to a food made with flavoured gelatin powder. If fruit juice is used, decrease the water by the amount of fruit juice added.

6-6. The success of a moulded fruit gelatin often depends on two steps. To have the fruits evenly distributed in the gelatin, add them when the gelatin is cool and partially thickened. To unmould just before serving, dip the bottom of the mould into a pan of hot water until the gelatin is loosened from the sides of the mould.

Knox Gelatine



Lemon or orange jelly is considered a foundation gelatin dish.

Moulding Fruits and Other Solid Foods in Gelatin. *Fresh pineapple must be cooked before adding it to gelatin.* Raw pineapple contains an enzyme which liquefies gelatin. (An enzyme is a substance which causes changes in other substances but remains unchanged itself.) Canned

pineapple may be used in gelatin dishes without additional cooking.

When gelatin begins to stiffen, add solid foods. At once, put it in refrigerator. A slightly thickened gelatin may be whipped with an egg beater. The air whipped in gives it a different "look." Often gelatin mixtures are made of layers—one of clear gelatin, the other of whipped gelatin.

Lemon Jelly

4 servings

1 envelope unflavoured
gelatin
 $\frac{1}{2}$ c. cold water

1. Put gelatin and cold water in a bowl or pan. Let stand about 5 minutes to soften gelatin.

1 c. boiling water
 $\frac{1}{2}$ c. sugar
 $\frac{1}{8}$ t. salt

2. Add boiling water. Stir until gelatin is thoroughly dissolved. Then stir in sugar and salt until dissolved.

$\frac{1}{3}$ c. lemon juice

3. Add lemon juice.

4. Rinse a mould (preferably aluminum) with cold water. Pour mixture into mould. Let cool somewhat, then store in refrigerator.

5. To unmould, dip the bottom of the mould into hot water. Shake gently. When loosened, remove from water. Cover with inverted plate and turn the mould over onto the plate.

Year-round Citrus Salad

- 1 can grapefruit and orange segments (15 ounces)
1 envelope unflavoured gelatin

8 or 9 servings

1. *Drain* thoroughly the contents of the can of fruit. *Measure* $\frac{3}{4}$ c. of syrup. Put this syrup and the gelatin into an 8 by 8 aluminum pan. Mix. Let stand 5 minutes.

- $\frac{1}{3}$ c. lemon juice
Remainder of syrup
Water, if necessary
 $\frac{1}{4}$ t. salt
3 T. sugar

2. *Put* lemon juice and remainder of syrup in a measuring cup. If necessary, add water to make 1 cupful. Pour into a saucepan and *heat* to boiling point. Pour into gelatin mixture. Stir until the gelatin is *thoroughly* dissolved. Then add salt and sugar. Mix. When no longer steaming, put into refrigerator until somewhat thickened.

- 2 c. fresh fruit—peaches or seedless grapes or both in the fall, fresh orange segments in winter and spring.

3. While the gelatin mixture is cooling, prepare the fresh fruit. Wash, pare and slice peaches. Wash, stem, and drain grapes. Add fruit to the gelatin mixture. Leave it in the aluminum pan or pour into individual moulds. Chill.

Salad greens

4. Put washed and dried salad greens on salad plates. If the gelatin mixture is left in the aluminum pan, divide it into squares. Using a broad spatula, put a square on each plate. If the mixture is in individual moulds, unmould as directed on page 79. Serve with your favourite salad dressing.

Crisp Tidbits. Crisp crackers or toasted breads are just right to eat with fruit cup, salad or fruit dessert. Suggested crackers and toasts are: (1) *Ready-to-eat:* Wafers, saltines, cheese crackers, pretzel sticks. If crackers

have lost their crispness, *crisp* them in the oven by placing them in a shallow pan and heating (oven, 350° F.) for 20 minutes or until they are crisp. (2) *To be prepared:* Cinnamon toast, toasted rolls.

Toasted Rolls

350° F. oven

10 minutes or until golden brown

Split flat sandwich or frankfurter rolls in two. Soften butter by creaming it, that is working it with a knife or spatula. Spread the cut surface of rolls thinly with butter or margarine. Toast in the oven, buttered side up.

FOR A CHANGE: *Toasted Cheese Rolls.* After spreading split rolls with butter or margarine, spread with *grated cheese*. Then toast in the oven.

Cinnamon Toast

$\frac{1}{4}$ c. sugar
1 t. cinnamon

4 servings

4 slices day-old bread
2 T. butter or margarine

1. Heat broiling oven. Mix sugar and spice. If you wish, put them in a sugar shaker.
 2. Cut crusts from bread, then cut each slice into 2 oblongs or triangles. Toast on both sides. While hot spread with butter or margarine. Then sprinkle with cinnamon mixture. If you wish, return to broiler to blend sugar and spice. Serve hot.
-

Food Combinations and Light Meals

Plan and prepare *fruit dishes* and *tidbits* to serve with fruit foods. Prepare gelatin dishes flavoured with citrus fruits. Plan and prepare a light meal.

After the class or groups decide upon foods to cook, list the steps in preparing the foods. Also plan the serving of the foods — the table covers, dishes, and silver needed. Study Figure on page 207. If possible, allow time to discuss the way the covers are arranged, and the food prepared. Point out both faulty and good points. Make sure your *table manners* are acceptable.

Here are *suggestions* to help you in your planning. You may prefer to plan other food combinations. If your class meets for a single period only, your teacher may help you by demonstrating the preparation of a food the day before you prepare it.

1. **A Delicious Appetizer:** Orange-Banana-Pineapple Fruit Cup (page 73) or Peach and Grapefruit Cup. Serve with Wafers.

2. **A Fruit Dessert:** Apple Crisp with Toasted Rolls (pages 74, 80).

3. **A Fruit Salad:** Waldorf Salad with Cinnamon Toast (pages 77, 81) or Dried Fruit Salad with Toasted Cheese Rolls (pages 78, 80). Have a demonstration of one or more Salad Dressings (page 140) or use a commercially prepared salad dressing.

4. **A Gelatin Salad with Saltines:** Year-Round Citrus Salad (page 80). Before preparing this food, have a demonstration of plain Lemon Jelly. *Note:* A gelatin mixture in an aluminum pan surrounded with ice water will stiffen quickly. If your lesson must be completed in a single period, you may need to make the salad on one day and serve it on the next.

5. **A Light Luncheon or Supper:** Canned Vegetable Soup, Toasted Cheese Rolls (page 80), Fruit Cup, Milk. Decide whether you will be able to prepare and serve this meal in one lesson period. Plan the procedure.



Sunkist Growers

6-7. A mix-your-own fruit salad adds sparkle to a buffet meal. Either a lazy-susan or a set of interestingly arranged pottery bowls is a good way to display the fruit on the buffet table. To prevent browning, sprinkle the banana wedges and the apple slices with lemon juice.

Why Are Fruits Essential Foods?

Fruits supply carbohydrates, vitamins, and minerals; some supply more than others. The citrus fruits are outstanding because of their richness in vitamin C. That vitamin is important because it helps to keep teeth, bones, tissues, and blood vessels healthy.

Uncooked strawberries, pineapple, cantaloupes and honeydew melons contain some vitamin C. Cantaloupes and raw or cooked apricots also furnish vitamin A, another important vitamin. When you study about vegetables, you will learn more about vitamin A and its importance to the body.

A fibrous substance which helps to give shape and form to fruit is found in fruit skins, seeds, cores, and the network of fibres. This is called *cellulose*. Cellulose also known as *roughage* does not nourish the body. It is useful because it gives bulk to foods. As cellulose passes through the intestines, it brushes against their walls and helps foods to move through the intestines. Cellulose has been called "the intestinal scrub brush."

Fruits are classed among essential foods because they furnish vitamins and minerals. Each day be sure to use two or more servings of fruit, one of which is a citrus fruit or tomatoes.

FOR YOU TO DO

1. Discuss plans for making your bulletin board helpful and attractive in your study of fruits. Decide upon a committee who will be responsible for mounting the items class members collect.

2. Discuss *marketing manners*. Appoint two or more pupils to act as secretaries to record suggestions. Later the secretaries will post suggestions which the class approves on the bulletin board.

3. Write a suggestion for an attractive way to use and serve citrus fruits for a snack or party refreshments. Have the suggestions read. The class will decide which are the best and have those selected posted on the bulletin board.

4. In the evening Jane prepared orange juice for breakfast the following morning. She strained the juice through a fine strainer. She put 1 quart of the juice uncovered in a 2-quart pitcher in the kitchen cupboard. What mistakes did Jane make? What should she have done? Why?

5. The moulded gelatin salad that Marge attempted to make failed to hold its shape. List at least 3 possible causes for the failure.

6. Look up the word "scurvy" in a dictionary. Then, in a book entitled *Nutrition for Health* by Kilander, turn to page 130 and read why British sailors years ago were nicknamed "limeys". If this book is not in your school library, look up the word "Limey" in another book about nutrition or in an encyclopedia. What lesson can you, living in the twentieth century, learn from this historical reference?

7. A good way to get the needed amount of vitamin C each day is to use citrus fruit and tomatoes. Plan different ways of serving these foods several times a week. Tomatoes (fresh or cooked), juice, and soups may be included.

8. At home over the weekend prepare foods made with fruits: (a) appetizers or new ways of fixing fruits for breakfast, (b) salads for family meals or party refreshments, (c) fruit desserts.

OTHER BOOKS AND BOOKLETS TO READ

American Fruit Growers, *Blue Goose Buying Guide for Fresh Fruits and Vegetables*, Los Angeles 14.

Canada Department of Agriculture Publications: *Apples*; *Calendar of Canadian Fresh Fruit for Salads*; 1050, *Salads*, Queen's Printer, Ottawa, Ontario.

Florida Citrus Commission *Publications*, Lakeland, Florida.

Household Finance Corporation, *Your Food Dollar*, 85 Bloor St. E., Toronto, Ontario.

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Chapter 7



The Kellogg Company

Breakfasts; Breads and Cereals

Breakfast, the Forgotten Meal. Did you skip breakfast this morning comforting yourself with one of the usual excuses: "Not enough time," "In the morning I'd rather sleep than eat.", "Not hungry so early in the day", "Afraid of gaining weight."? Head-ache, lack of pep, and an all-gone feeling are some of the effects of skipping breakfast. Without breakfast how can a person do his best?

The twelve or more hours between the evening meal and breakfast is a longer time than that between any other two meals. If five or six more hours are added to this time, the body becomes exhausted. Food is necessary.

The idea that breakfast eating may cause weight gaining has been dis-

proved. If one skips breakfast or eats a skimpy breakfast, one usually eats a snack (perhaps a candy bar) before lunch or eats more than one should for the noon meal. *The right kind of breakfast should furnish one-quarter to one-third of the energy-giving foods needed each day.* Food scientists say *there is no more important meal than breakfast*, but it is the one most often neglected.

Breakfast Patterns and Menus. Foods which are tasty, nourishing, easily digested and not too sweet are appropriate for breakfast. A fruit or fruit juice is tasty; it stimulates the appetite. The bland flavour of bread and cereal contrasts well with that of fruit. The beverage may be cocoa (coffee for adults) or milk.

7-1. Scrambled eggs and bacon are a nutritious supplement to the breakfast foundation foods. They may be served in addition to cereal or as a substitution for the breakfast cereal.

Poultry and Egg National Board



Foundation foods for breakfast are:

- (1) Fruit — fresh, frozen, dried, canned—fruit juice or tomato juice.
- (2) Cereal, bread or toast with butter or margarine.
- (3) Milk.
- (4) Eggs — one a day or several times a week. Meat may be used in place of eggs.

Other foods are often added for variety. Bacon and sausage are popular for breakfast. Their flavour contrasts pleasantly with that of other breakfast foods.

A list of foods forming a meal is called a *menu*. In writing a menu, arrange the foods in the order in which they are eaten. Place fruit first, beverage last. A breakfast pattern follows. In the pattern the essential food group is indicated.

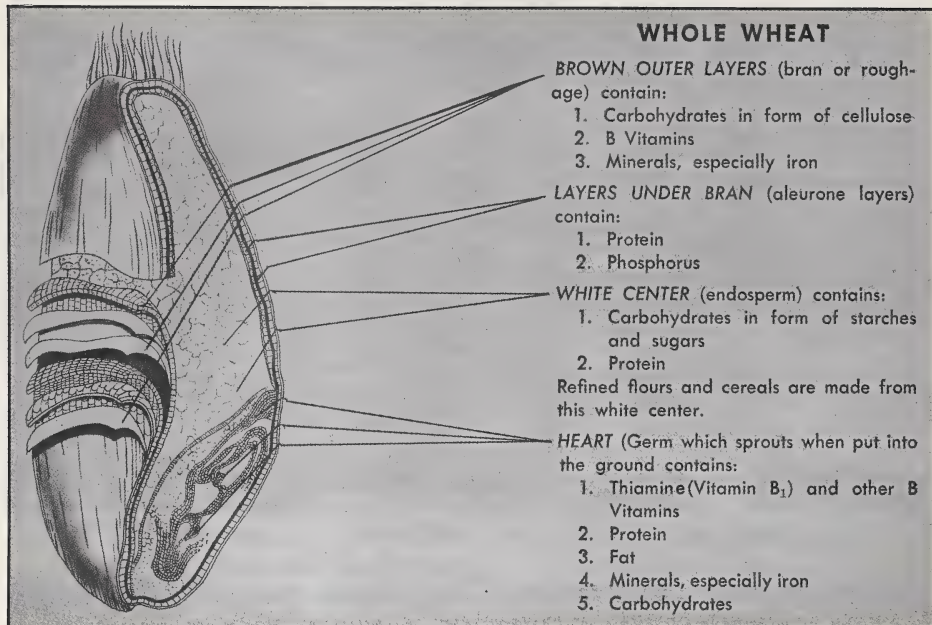
BREAKFAST PATTERN

Fruits—whole, sliced or juiced, usually citrus fruit (Fruit group)
 Cereals—whole grain cereal with milk (Bread-cereals and Milk group)
 Breads—whole grain or enriched served with butter or fortified margarine (Bread-cereals group)
 Beverages—milk or cocoa made with milk (Milk group)
 Egg or other Protein food if desired (Meat-fish group)

Menu-Making Pointers. To get variety in meals we select foods that form contrasts in:

1. *Flavour* — some have pronounced flavour, others are mild or bland.

An important rule is not to repeat the same food in the same meal. 2. *Dryness and Moistness*—All liquid foods or all dry foods do not make a pleasing meal. 3. *Colour* — Variety in



Ralston Purina Company

colour, not all white. The coloured foods should form harmonious combinations. 4. *Temperature*—Both hot and cold foods. *Another important rule is that every meal should have at least one hot food.* 5. *Shape and size*—Variety to avoid monotony in appearance.

Relation of the Bread-Cereal Group to Breakfasts. Rarely is there a breakfast without cereal or bread in some form. Often, more of these foods are eaten for breakfast than at the other meals. Since bread and cereals form an essential food group, let us learn about cereals and bread as we continue our study of the morning meal.

Selecting Cereals at Market. At market we find: 1. *Whole grain*

cereals made from entire grains and containing almost all the vitamins, minerals, proteins, and carbohydrates of the original grains. 2. *Refined* cereals made from only a portion of the grains and as a result some of the vitamins and minerals have been removed during the milling process. 3. *Enriched cereals* — grains to which iron, thiamine (B₁), niacin, and riboflavin (B₂) have been added to make up for these nutrients lost when bran was removed. Vitamin D and calcium are also added to some cereals.

Besides using entire grains, refining or enriching them, cereals are made ready for market in different ways: whole, rolled, or ground into meal. Some cereals must be cooked at home. The cooking time depends upon their

7-3. A cool, refreshing breakfast features fresh peaches atop crisp corn flakes served with buttered toast and chilled milk. This breakfast provides quick and lasting energy throughout the morning hours.

Cereal Institute



coarseness or fineness, and whether they were partially cooked at the factory. The instant cereals need only the addition of hot water or milk.

Ready-to-eat cereals do not require cooking at home. However, heating in the oven improves a ready-to-eat cereal that has lost its crispness. Production expenses for ready-to-eat cereals increase the cost of cereals over those which must be cooked at home.

Making Breakfast Cereals Taste Well. A cereal must be cooked enough to soften the cellulose and to make the starch taste well. Directions on cereal boxes give amounts of cereal and water to use, and time of cooking. Lengthening the cooking time often improves the flavour. The recipe for cooking Rolled Oats either in saucepan or double boiler follows. These methods may also be used for cooking other kinds of breakfast cereals.

Quick Rolled Oats

2 c. water
 $\frac{1}{2}$ t. salt

4 servings

1. Put water and salt in a 1-quart saucepan. Heat to boiling point.

1 c. quick rolled oats

2. Gradually add cereal. *Stir and boil* for at least 3 minutes. Serve hot.

Cereal Requiring Longer Cooking

1. Measure water. Pour into *top part* of *double boiler*. Add salt. Place directly over heat.
2. Fill *lower part* of *double boiler* about $\frac{1}{3}$ full of hot water. Place over another burner or unit to boil.
3. Measure cereal and add to salted water in double boiler top. Stir and cook at *boiling temperature* for 3 minutes.
4. Insert top of double boiler into lower part. Cover and cook for *at least 40 minutes*.



7-4. Apple Sauce Frenchies are a novel way to combine the breakfast foundation foods: bread, milk, eggs, and fruit. Canned applesauce is a flavourful addition to French toast.

Processed Apple Institute, Inc.

Breakfast Toast

If you do not have an electric toaster in which bread can be toasted at the dining table, toast the slices in the broiling oven. Here are some suggestions for making toast:

1. Use fine-grained bread (enriched white or whole wheat), at least a day old, and cut into even slices. $\frac{1}{3}$ to $\frac{1}{2}$ inch is the favourite thickness.
2. If the oven is heat regulated, set at the highest temperature. Adjust the temperature by turning the stopcock of the oven burner or the button on your electric stove. If you like toast crisp in the centre as well as on the surface, apply low heat and toast the bread slowly.
3. Turn the bread often to prevent curling, and to brown it evenly.
4. *Be sure to serve toast hot.* Have a hot plate ready. Do not begin to toast bread until you are nearly ready to serve it. If you wish, butter the toast while still warm. Serve at once or return to the oven until you are ready to serve it.

French Toast

2 eggs
 $\frac{1}{2}$ t. salt
 Dash pepper
 $\frac{1}{2}$ c. milk

4 servings

1. Break the eggs onto a plate; *beat* with a fork only enough to mix white and yolk. Add seasoning and milk.
- 4-6 slices stale bread
2. *Dip* the bread (both sides) in the egg mixture. If very dry, dip the bread long enough to soften it. Otherwise, dip it quickly.
- 2 T. butter or margarine
3. *Put* half of table fat in a frying pan and heat. In the hot fat, brown the bread on one side.
4. *Put* a bit of fat on the top of each slice. Turn and brown the other side. Serve hot with butter, jam, or a mixture of sugar and cinnamon — 2 T. sugar, $\frac{1}{2}$ t. cinnamon.

7-5. Slices of fresh bananas make an uncooked cereal more inviting any time of the year. Bran muffin halves broiled with a topping of cinnamon mixture add variety to a breakfast menu.

The Kellogg Company



Cook cereals in milk, either fresh or dry, to improve flavour and food values. Substitute fresh milk for water and cook the cereal entirely over hot water. Also use milk or cream in serving. *To use dry milk*, put $\frac{1}{2}$ cup milk powder in a 2-cup measuring cup. Add enough water to fill cup. Whip or beat milk powder and water until well mixed. Cook cereal over hot water.

Making Breakfast Cereals More Inviting. For a change serve cereals with fruits such as fresh bananas, peaches, or berries. Cooked, canned, or preserved fruits may be used. Try a tablespoon of apple butter on top of a serving of cooked cereal. Dried fruits with cereals are good eating. The dried fruits may be pre-cooked as directed on page 77, or the dried fruit may be cooked with the cereal as follows:

A few minutes before the cereal is completely cooked, add: 1 cup *dates*, washed, stoned, and cut into pieces, or $\frac{1}{2}$ cup *raisins*, washed. Serve cereal and fruit with or without cream or milk.

A Trio of Quick Breads. *Popovers*, *muffins*, and *baking-powder biscuits* are known as quick breads because they can be popped into the oven as soon as their ingredients are mixed. After mixing there is no waiting to let them rise as in breads containing yeast. There are other quick breads beside this trio. If you learn how to make these three by following good recipes, you can make other kinds.

All quick breads contain *flour*, a *liquid* (usually milk), *salt*, and some substance which will form a gas to make the mixture light or porous. In addition to these materials, most quick breads contain *shortening* or fat and *eggs*.

These three quick breads differ somewhat in the ingredients they contain. They differ also in the *proportion of ingredients*, especially the *flour and moisture*.

Popovers—equal parts of flour and milk making a thin or *pour batter*.

Muffins—about half as much milk as flour making a mixture which can be dropped from a spoon, that is, a *drop batter*.



7-6. Tall, crisp, well browned popovers are a pleasant surprise served with butter and jellies, or as a base for a creamed food.

Wheat Flour Institute

Baking-powder Biscuits—use much less milk than flour making a soft dough.

Flour, a Basic Material of Breads. There are many kinds of wheat which vary in their properties. Millers use the different kinds of wheat and different layers of the grains to make various kinds of flour. *Whole wheat flour* or entire wheat flour contains all parts of the wheat grain. This flour is used in making yeast and quick breads. *All-purpose* or *family*

flour is a white flour. The outer dark layers of the wheat grain are discarded in making it. This flour can be used for quick breads, yeast breads, pastry, and for thickening gravy and sauces. All-purpose flour is usually enriched by adding iron and *B vitamins* — *thiamine* (B_1), *niacin*, and *riboflavin* (B_2). *Cake flour* is made from the centre of selected wheat grains.

Flour is one of the *staple foods*, foods that do not spoil readily. To

Popovers

8 (large size)

- 1 c. sifted all-purpose flour
- $\frac{3}{4}$ t. salt
- 2 eggs, unbeaten
- 1 c. milk

To grease a pan rub a piece of paper towelling over shortening, or with paper wipe a spoon or cup in which you have measured shortening. Then rub the greasy paper over the bottom and sides of the pan.

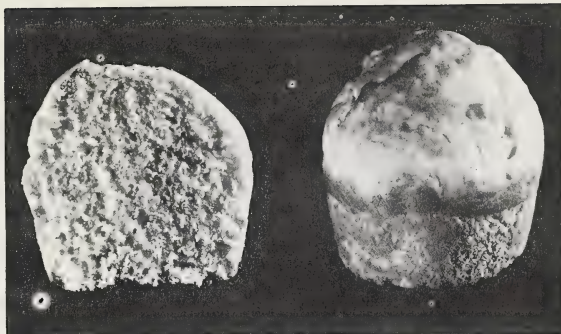
425° F. oven

40 to 45 minutes

1. Heat oven. Grease a muffin pan that has deep cups, or glass or pottery custard cups.
 2. Put all ingredients into a mixing bowl. Beat with a rotary beater until the mixture is smooth, no longer.
 3. Pour into cups, filling each about $\frac{2}{3}$ full. Bake until well browned. Remove from oven. Serve at once, with butter, margarine, or marmalade. Prompt serving prevents softening of bottom of popovers.
- Crusty popovers are delicious served hot with butter or margarine. Popovers may be used instead of toast in serving a creamed food. Fill them with creamed chicken, meat, or fish.

7-7. Perfect muffins have a golden brown, rounded pebbly top. They should be light, tender, fine grained and have no long narrow tunnels.

Clabber Girl Baking Powder



secure the best price buy flour in quantity, if you have enough *good storage space*, and use flour frequently. Most foods cost more per pound or quart, if bought in small quantity. In using flour for quick breads, sift flour before measuring.

PLAYSAFE

Directions are given for baking breads on pages 97-98. In adjusting hot pans or in removing them from the oven, protect your hands with potholders. If your potholders are too thin, sew two together. Oven mitts give good protection.

Why Do Popovers Pop? The large quantity of milk accounts chiefly for popovers puffing up. The moisture in the milk turns to steam in baking. The steam and the air beaten into the eggs pushes up the batter, forming a cavity. As the batter bakes, heat stiffens the egg thus helping to make the popover firm and crusty.

Muffin Makings. Muffins and popovers seem very different, yet both muffins and popovers contain *flour*, *salt*, *eggs*, and *milk*. In addition, muffins contain *shortening*, *sugar*, and *baking powder*.

Baking powder is needed to make

muffins not only light and porous but also fine grained. Baking powder is a white powder, but not a single powder. It contains at least *three different powders* which, when moistened and heated, form a gas called *carbon dioxide*. This gas distributed through the batter makes muffins light and porous. Various manufacturers use different powders in making baking powder. Some kinds of baking powder are known as *double-acting*, while others are single, quick-acting powders. In using the latter type, moisture should not come in contact with the baking powder until you are just ready to put the batter into the oven. Also, for some quick breads, more of the single, quick-acting powders are indicated in the recipes. Otherwise, any type of powder may be used.

Stir Muffin Batter Sparingly. The combined proteins in flour are known as *gluten*. Gluten forms when liquid is added to the flour and the batter stirred. Overmixing strengthens the gluten and makes the batter tough. When mixing muffins, stir just enough to moisten the flour with the other ingredients. *Muffin batter should look somewhat lumpy.*

Easy-Made Muffins

12 medium size

400° F. oven

20-25 minutes



$\frac{1}{4}$ c. SHORTENING

1 EGG

1 c. MILK

Heat oven. Grease muffin cups. In small pan, melt shortening. Break egg into mixing bowl. Beat slightly with fork. Stir in melted shortening and milk.



2 c. SIFTED ALL-PURPOSE
FLOUR

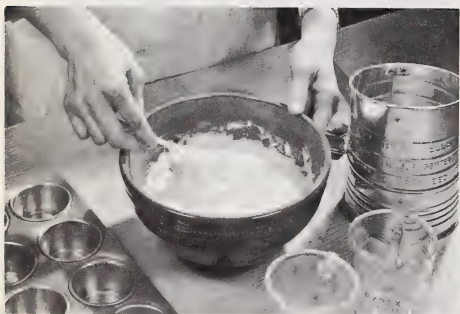
$\frac{1}{4}$ c. SUGAR

1 T. BAKING POWDER

1 t. SALT

Put these ingredients into a sifter (plate underneath). Sift into mixing bowl on top of egg mixture.

If single action baking powder is preferred, use 4 t.



Stir just enough to moisten dry ingredients. The batter should look lumpy. Overstirring makes muffins tough with "tunnels" throughout.



Spoon into muffin cups, filling each about $\frac{2}{3}$ full. If any cups are unfilled, add water to each. Bake until edges pull away from muffin cups, tops are golden brown, and light finger-tip touch leaves no permanent dent.

When taken from the oven, loosen with a spatula. Place in napkin-lined basket or on a napkin-covered plate. Fold corners of napkin over muffins to keep them warm and to absorb vapour. Serve at once.

Photographs courtesy,
Betty Crocker of General Mills



- FOR A CHANGE: a. *Whole Wheat Muffins*. Follow the recipe for *Easy-made Muffins*, but use only 1 c. sifted all-purpose flour and add 1 c. whole wheat flour.
- b. *Cornmeal Muffins*. Use only 1 c. all-purpose flour and add $\frac{3}{4}$ c. + 2 T. corn meal.
- c. *Cinnamon Bread*. Follow the recipe for muffins. Instead of using a muffin pan, put the batter into a greased square pan, 8 x 8 inches. Cover with the following topping made by mixing 2 T. sugar, $\frac{1}{4}$ t. cinnamon, $\frac{1}{8}$ t. nutmeg.

When Is a Quick Bread Done? A reliable heat-regulated oven and a good recipe in which the temperature and time of baking are given are dependable aids. You should be able to judge when breads are done by applying these tests: 1. *The colour should be golden brown.* 2. *The mixture should have pulled away from the sides of the pan.* 3. *When you touch the top of a quick bread with*

your finger tip, the dent made should spring back. 4. *A wire skewer, knitting needle, or toothpick inserted in the centre should come out clean.*

After removing the bread from the oven, let it stand at least *five minutes*; breads served hot excepted. Then loosen at once with a spatula. If served hot, place on a napkin-covered plate. If to be served cold, place on a wire cake cooler until cool.

7-8. An interesting buffet breakfast features hot muffins as an accompaniment for individual casseroles of eggs and back bacon served with tomato juice.

Wheat Flour Institute



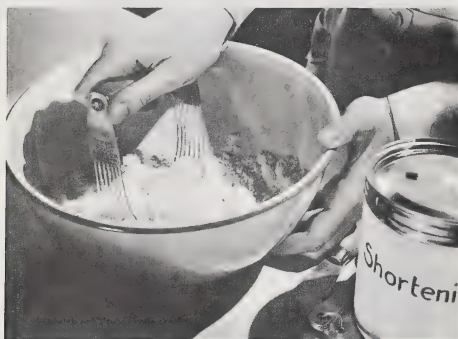
Biscuits—The Baking Powder Variety. Light, fluffy biscuits are easily mixed. They require no egg or sugar.

Baking Powder Biscuits

12-15 biscuits

450° F. oven

12-15 minutes



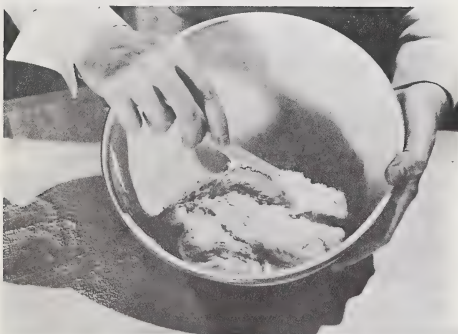
2 c. SIFTED ALL-PURPOSE FLOUR

3 t. BAKING POWDER

1 t. SALT

$\frac{1}{4}$ c. SHORTENING

Heat oven. Put dry ingredients into sifter. Sift into mixing bowl. Add shortening. With pastry blender, cut fat into flour mixture until well blended. Mixture should look like meal. If single action baking powder is used, add *one more* teaspoon.



MILK or WATER, about $\frac{2}{3}$ c.

Add more than half of milk. Mix with knife or fork. Soft pliable dough should form. If needed, mix in more milk or water. The amount of liquid depends upon the type of flour.



Sprinkle flour sparingly on pastry board. With lightly-floured fingers, place dough on board. Knead deftly by folding dough and pressing with heel of hand. Turn dough, fold, and press about 6 times, or until dough is smooth. Handling dough too much makes tough biscuits.

With floured rolling pin, lightly pat dough to $\frac{1}{2}$ inch thickness. Lift rolling pin after each pat. Using floured cutter, cut biscuits close together. Put together dough scraps. Do not knead. Pat and cut. Or cut dough into squares with floured knife — leaving no scraps. Place biscuits on ungreased baking sheet or on bottom of inverted pan. Moisten top of each biscuit with milk. Bake. Serve hot.

Photographs courtesy,
Calumet Baking Powder



AN EASIER WAY: *Drop Biscuits.* Follow the foregoing recipe but use about $\frac{3}{4}$ c. + 2 t. milk to make a softer dough. With a tablespoon first dipped into cold water, drop the dough into greased muffin cups or onto a baking sheet. This method omits kneading, rolling out, and cutting.

Start at the Foundation. If you really want to learn the art of making quick breads, cakes or pies, you must measure and mix ingredients from the foundation up. Also, you must be able to judge whether the finished product is of good quality and know what makes it of high standard. To be resourceful in preparing food, whether a snack or a meal, you need *practice in basic processes.*

Minute and Motion Savers. Mixes are time and work savers. Whether they are less pleasing in flavour than products measured and mixed at home is a matter of personal opinion. Whether they cost less than the

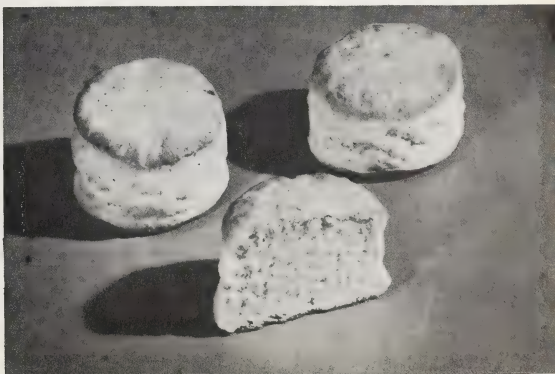
foods made completely in the home depends upon the cost of buying the same ingredients in your locality. For those who have little time to spare in preparing food, commercial mixes are a convenience.

At school you need to prepare meals, serve them, clean up, discuss the way the work was done, and the quality of the foods. To do this you may not have time to prepare all foods in a meal. A mix used occasionally along with other completely prepared foods may round out a meal that can be served in the class period.

You can easily prepare a mix yourself. Having on reserve mixes which

7-9. Slightly kneaded biscuit dough will yield high-rising biscuits. Biscuits should be golden brown and fairly smooth on the top. The inside should be creamy white and slightly moist.

Clabber Girl Baking Powder



you make at school or at home is a help in preparing a meal quickly. Besides saving time, making and using such a mix may help you to

learn more about baking quick breads than if you use commercial mixes. Home-made mix is a savings for the food budget.

Basic Home-Made Mix *

Makes about 13 cups

- 9 c. sifted all-purpose flour
- $\frac{1}{3}$ c. double-acting baking powder
- 1 T. salt
- 1 t. cream of tartar
- $\frac{1}{4}$ c. sugar

1. *Stir* dry ingredients together in a large round bottom bowl. Have another container ready into which you can sift the mixture. Then sift 3 times. If you wish, you can use 10 c. *sifted cake flour* instead of 9 c. all-purpose flour.

2 c. *soft* shortening that does not require refrigeration. The fat must be at *room temperature* when measured.

2. With a pastry blender or blending fork, *cut the shortening* into the dry ingredients until particles of the mixture are about the size of corn meal grains. Store in a *covered* container at room temperature. The mix will keep 6 *weeks* without refrigeration.

*Adapted from a recipe developed at Purdue University by Gertrude Sunderlin

Quick Breads Made with Mix

<i>Quick Bread</i>	<i>Mix</i>	<i>Sugar</i>	<i>Milk</i>	<i>Eggs</i>	<i>Directions</i>
Biscuits Makes 18 — 2 inch biscuits	3 c.		$\frac{2}{3}$ c.		Add milk to mix as directed for Baking-Powder Biscuits. Bake as directed, page 94.
Griddle Cakes or Waffles Makes 18 — medium griddle cakes or 6 waffles	3 c.		$1\frac{1}{2}$ c.	1	Beat egg, add milk. Add to mix, stirring only until flour is moistened. Bake on hot griddle.
Muffins, plain Makes 12 medium sized muffins	3 c.	2 T.	1 c.	1	Stir sugar into mix. Beat egg, add milk. Add to mix stirring only until flour is moistened. Bake as directed on page 92.

7-10. Hot biscuits served with butter and jams or jellies are a welcome addition to breakfast and luncheon menus. The same dough may be used as the base for strawberry shortcake.

Clabber Girl Baking Powder



Yeast Bread and Rolls. Whether the homemaker prepares home-made loaves of bread may depend upon the amount of work she has to do and if the difference in cost between home-made and baker's bread is an important point to consider. Although yeast bread may not be made in the home, yeast rolls are often made, especially for a company meal. The basic principles of mixing loaf bread and rolls are the same. One not experienced in bread making may find yeast rolls easier to make than loaf bread since dough for rolls may be prepared without any kneading.

Yeast Must Grow to Make Bread Light. Active dry yeast or compressed yeast looks nothing like a green plant, but there are plants in the yeast. They are so small that they can be seen only with a microscope and are usually mixed with substances of a starchy nature.

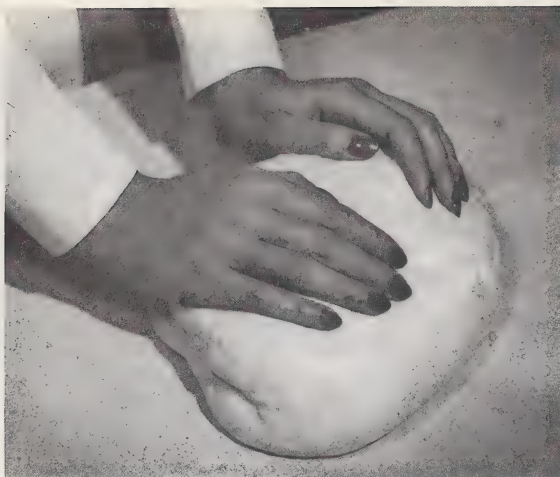
To make bread light, yeast plants must grow. In the growing process, a gas, carbon dioxide, forms. It is this

gas which lifts up the particles of dough, making the dough porous or light.

Like all plants yeast must have moisture, warmth, and food to grow. The liquids commonly used are water, potato water, and milk. The milk—fresh, evaporated, or dry—increases the food value and is thought to improve the flavour, and keep the dough more moist.

Yeast plants are warmed by the use of warm ingredients. If fresh milk is used, it should be scalded, then cooled to lukewarm temperature (85°F.) before mixing with yeast. Water a little warmer than lukewarm (110°F.) may be used for softening active dry yeast.

Do not let the dough stand longer than necessary in a warm room. After it has become light enough (about twice its original size), bake it or store it in the refrigerator until you are ready to bake it. If kept in a warm room, the dough may become sour. In case dough is to be stored more



7-11. Kneading the bread dough develops gluten, a complex of bread flour proteins. The dough becomes more elastic, firmer, and well rounded.

Wheat Flour Institute

than 24 hours, use boiled water instead of scalded milk. Also, use the greater quantity of sugar.

Thorough Stirring or Kneading for Bread Dough. Unlike muffin batter or baking-powder-biscuit dough, bread dough must be *well* stirred or kneaded. Kneading or stirring is necessary not only to mix the ingredients but also to form an elastic dough. Because of its elasticity, bread dough can expand to two or three times its original size and still hold the carbon dioxide within its cell walls.

Shaping Yeast Rolls. Plain Rolls—baked in muffin pans. Dip the fingers in flour. Then with a metal spoon take a spoonful of dough; with fingers work it into a ball until the top surface is smooth. Drop it into a greased muffin cup. Put dough in each cup. Cover with a towel. Let rise in a warm place until doubled in size. Shortly before ready for baking, heat the oven. Bake until golden brown. For a change, plain rolls may be shaped and baked in a layer cake pan.



7-12. Cloverleaf rolls may be made by combining three dough balls, buttered on the sides that will touch. These are put in a greased muffin pan.

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7-13. A cinnamon mixture spread on yeast dough that has been rolled very thinly is the basis for cinnamon buns.

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Yeast Rolls

2 dozen or more

- $\frac{3}{4}$ c. milk
- $\frac{1}{2}$ c. sugar
- 1 t. salt
- $\frac{1}{2}$ c. shortening

400° F. oven

15-20 minutes

1. Scald the milk in a double boiler. Pour into a large mixing bowl. Add sugar, salt, shortening. Mix. Let stand until the mixture is lukewarm.

- 1 cake compressed yeast
or
- 1 package active dry yeast
- $\frac{1}{4}$ c. water

2. Break the compressed yeast into bits. Add lukewarm water. If active dry yeast is used, mix it with warmer water (110°F.). Then add to lukewarm milk mixture.

- 2 eggs, beaten

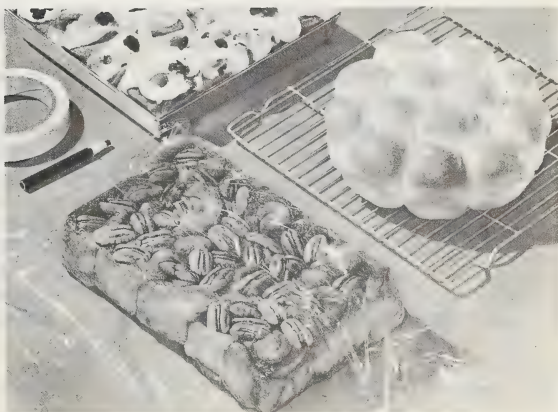
3. Add egg to yeast mixture.

- Sifted enriched flour, about
 $4\frac{1}{2}$ c.

4. Sift 1 c. flour into yeast mixture. Stir well. Add more sifted flour until you have a stiff dough. Continue working until dough is elastic, that is, until it springs back when dented with your finger. Cover. Put in a warm place until double in bulk. Shape into rolls as directed on the facing page.

7-14. One of the nice features of a home freezer is that yeast breads may be baked and stored for use at a future special occasion or family meal.

Dow Chemical Company



Why Are Bread and Cereals, Whole Grain or Enriched, Essential Foods? We think of flour and breakfast cereals as starchy foods. They are rich in carbohydrates which supply heat or energy. These foods also contain some protein, the nutrient needed in building the body and keeping it in good condition.

Enriched bread and flour and whole grain cereals are essential foods because they contain carbohydrates,

protein, iron, and B vitamins. The grains and grain products are valuable energy-giving foods. Eat one serving of whole grain cereal, either as a breakfast food or in quick breads, and a few slices of bread each day.

Breakfast Beverages. A hot beverage helps in carrying out one of the rules of menu-making, page 86. Cocoa made with much milk not only supplies a hot food but helps in meeting the daily milk quota.

Breakfast Cocoa

2 to 3 T. sugar
3 T. cocoa
 $\frac{1}{8}$ t. salt
 $\frac{1}{2}$ c. cold water

4 servings

1. Fill lower part of double-boiler about $\frac{1}{3}$ full of water. Heat. In double-boiler top put sugar, cocoa, salt and cold water. Apply heat *directly* to the double-boiler top. Stir and cook at boiling temperature 3 minutes. Remove from heat.

$\frac{2}{2}$ c. milk
Notice that this recipe contains a large proportion of milk, making the cocoa a good milk carrier.

2. Add milk. Insert double-boiler top into lower part. Continue heating until milk is hot. Before serving, beat with rotary egg-beater to break film on the surface. Serve hot.

AN EASIER BUT MORE TIME-CONSUMING WAY: Put all ingredients in top of a double boiler. Mix. Cover and cook over hot water for at least 30 minutes. Before serving, beat.

Party Cocoa. Increase sugar to $\frac{1}{4}$ c. Just before serving stir in 1 t. vanilla. Garnish each cupful with a marshmallow or whipped cream.

Coffee (for Older Family Members)

TIPS FOR MAKING COFFEE. 1. Use the correct grind for your coffee maker: *regular* grind for steeped or percolated coffee; *drip* grind for drip or vacuum-made coffee. 2. Use a clean coffee maker and freshly drawn *cold* water. 3. Coffee made in a plain type of pot should be heated just to the boiling point, but *not boiled*. Such coffee is called *steeped* coffee. 4. The same proportions of coffee and water can be used for all methods of coffee making. The usual proportion is: 2 level T. coffee to 1 measuring c. water. If your family likes stronger coffee use more coffee. 5. Using *instant* coffee simplifies coffee making.

Following breakfast pattern (page 85), and keeping in mind the essential food groups, plan breakfast menus and prepare breakfasts. In your menus, include *breakfast cereals* and *quick breads*. Also make *yeast breads*. If your homemaking lessons must be completed in a single period, you may find it necessary to prepare part of a meal one day then complete the meal and serve it the next day. Plan what you will do each day. Here are some suggestions which may help you in your planning.

1. **A Breakfast with a Cooked Cereal:** Tomato Juice, Cooked Cereal (page 87) with dried fruit served with Milk or Light Cream, Toast (page 88), with Butter or Margarine, Cocoa (page 100).

2. **A Breakfast with Popovers:** Stewed Fruit (page 77), Popovers (page 89) with Butter, Milk.

3. **A Breakfast with Muffins:** Fruit Cup (page 73), Muffins (page 92) with Butter and Marmalade, Cocoa (page 100).

4. **A Breakfast with Drop Biscuits:** Sliced Bananas with Milk, or Orange Juice, Scrambled Eggs (page 168), Drop Biscuits (page 95) with Butter, Milk.

5. **Comparing Breads:** Prepare Basic Home-Made Mix (page 96), using it prepare Muffins and other Quick Breads. At the same time, make Muffins as directed on page 92. Note the time required for mixing each kind of muffin. Compare muffins as to texture and flavour. Serve with butter, jelly, jam, or peanut butter, and milk or cocoa.

6. **Home-Made Yeast Rolls:** Yeast Rolls (page 99). Serve with beverage or spread.

To make Yeast Rolls in school, the dough may be mixed one day, placed in the refrigerator and then shaped into rolls and baked the next day. Different groups may wish to vary the way of shaping rolls. The method of shaping *Butterhorns* and *Fan Tans* is given in Workbook.

FOR YOU TO DO

1. Which of the essential food groups are included in the breakfast pictured on page 87? If you eat a breakfast such as shown in the picture which food group should you be sure to include in your lunch or evening meal?

2. It is 7 A.M. Breakfast must be ready to serve at 7:20 A.M. Plan a breakfast that can be prepared in 20 minutes.

3. Following the *Breakfast Pattern*, plan a breakfast which includes one food from at least three of the essential food groups.

4. When buying breakfast cereals and flour, how will you know whether the product is whole grain, enriched, or restored?

5. Study the illustration of the wheat kernel on page 86. Then state

which materials whole-grain cereals and flour contain in greater quantity than do unenriched cereals and flour made from the centre of the grain.

6. Search magazines and cookbooks to find attractive ways of serving breakfast cereals. Report to the class at least five breakfast cereal and fruit combinations. Explain how the fruit is cut or cooked.

7. (a) Let volunteers tell what they have learned about fruits from the previous chapter and foods from this chapter that would help them in selecting and preparing foods in their homes. (b) Later class members report what information they actually followed and which foods or meals they prepared in their homes.

8. Explain why skipping breakfast cheats the skipper.

9. Plan with your mother *at home* to make popovers, muffins, biscuits, or yeast rolls.

10. If your mother is willing, prepare Basic Home-made Mix. From it

make the quick breads suggested.

11. Using the foods that are usually found in the kitchen cupboard and refrigerator in *your home*, plan a breakfast menu. Show this to your mother for her approval. Discuss the essential food groups with her. If mother is willing, prepare the breakfast that you planned.

12. Plan a *breakfast-eating campaign*, trying to get everyone in your school interested. To do this, get the assistance of such school departments as *Student Council*, *Junior Red Cross*, *Health Department*, or *P.T.A.* To make the campaign lively and successful these suggestions may be used: (a) Questionnaires at beginning and end of drive to find out what pupils are eating for breakfast; (b) Talks by visiting nutritionists and supervisor of home economics; (c) Radio programme introduced by the school principal; (d) Articles in the school newspaper; (e) Posters made by pupils in art department or obtained from the local Dairy Council, exhibited in halls or home rooms.

OTHER BOOKS AND BOOKLETS TO READ

Bakery Foods Foundation of Canada, Publications on *Breakfast*, *Breads*, *Flour*, Toronto, Ontario.

Canada Department of Agriculture, Publication: *Cereals*, Queen's Printer, Ottawa, Ontario.

Canadian Wheat and Flour, Information Branch, Department of Trade and Commerce, Ottawa, Ontario.

Cereal Institute, Pamphlets on *Breakfasts and Cereals*, Chicago 3, Illinois.

Reader's Digest, Reprint, "Revolution in Rice," Converted Rice, Inc., Houston 1, Texas.

Robin Hood Flour Mills Limited, Booklets: *Bread Baking Made Easy*; *Sweet*

Dough Recipes, Home Service Department, Montreal, Quebec.

Standard Brands Limited, Booklet: *When You Bake With Yeast*, Montreal, Quebec.

Sunderlin, Booklet, *Master Mix*, 310 Seventh Avenue, Iowa City, Iowa.

THOMPSON, J. WALTER, Educational Service, "Breads of Many Lands," New York 17, N.Y.

U.S. Department of Agriculture, Publication: L-268, *Eat a Good Breakfast to Start a Good Day*, Washington 25, D.C.

Wheat Flour Institute, Publications on *Flour*, Chicago 6, Illinois.



H. J. Heinz Company

Luncheons; Milk, Cheese, Ice Cream

Your Luncheon. At the lunch stand near her school, Polly selected this luncheon:

2 Sugar-frosted doughnuts, a candy bar, and a coke.

Helen went to the school cafeteria at noon. On her tray she put:

Cream of tomato soup; egg, lettuce; whole-wheat sandwich; apple crisp; and milk.

Turn to page 57 and note how many essential foods each girl had for her noon meal. Which girl chose the better luncheon?

Whether you have your luncheon at the school cafeteria, the corner drug store, or plan a box lunch or a lunch to serve at home, keep in mind the essential foods. Include at least one hot food in your luncheon. The

essential foods lacking in your breakfast should be supplied in your lunch and evening meal.

Among the foods in these menus be sure to include:

- (1) Eggs or cheese or dried beans or meat or poultry or fish
- (2) Vegetables and/or fruits
- (3) Whole-grain bread with butter or margarine
- (4) Milk or milk beverage, or foods made from milk

The Lunch You Carry. Of course you cannot plan the same foods for a box lunch as for a lunch served at home. For a box lunch the luncheon patterns must be somewhat changed.

For variety or an extra nibble, include a few salted nuts, raisins, stuffed dates, or a bar of chocolate.

SUGGESTED LUNCHEON PATTERNS

(Essential food groups indicated)

I	II
Soup (<i>Milk, Vegetable, Fruit or Meat-fish groups</i>)	Hot main dish or sandwich (<i>Milk group, Meat-fish or Bread-cereals group</i>)
Main-dish salad (<i>Meat-fish group with Vegetables or Fruit group</i>)	Vegetable (<i>Vegetable group</i>)
Whole grain or enriched bread (<i>Bread-cereals group</i>)	Whole grain or enriched bread—if no sandwich (<i>Bread-cereals group</i>)
Dessert (<i>Various groups</i>)	Salad or dessert (<i>Various groups</i>)
Beverage (<i>Milk group if milk is used as the beverage</i>)	Beverage (<i>Milk group if milk is the beverage</i>)

Selecting and Caring for a Lunch Box. Paper boxes can be used only once or twice. They should be lined with waxed paper, saran wrap, or aluminum foil to keep foods moist. A metal box will keep foods moist better than a paper box, but it requires care. *Empty your metal lunch box and wash it each evening. Scald it often.* Allow the scalded metal lunch

box to remain open to air overnight.

Packing a Lunch Box. Wrap each sandwich and cookie separately in waxed paper. In fact, all foods not held in containers (fruits with skins excepted) should be wrapped. Place the firmest foods in the bottom of the box and the easily crushable foods on top. In arranging the foods, place them, if possible, in the order of eat-

BOX LUNCH MENU PATTERN

Hot food—soup, stew, or cocoa (carried in a vacuum bottle or purchased at the school cafeteria)

Main dish—sandwiches, the basis of most box lunches. Suggestions for these are given on pages 105-106.

Vegetables—crisp or juicy, including cabbage wedges, cauliflower flowerettes, celery or carrot sticks, green pepper rings, lettuce, whole tomato, turnip slices, water-cress. (Carry these vegetables in a plastic bag and eat with your sandwiches.)

Desserts—fruits, custards, puddings (in screw-top jars or covered moisture-proof paper containers), cookies or plain cup cakes, and sandwiches with sweet filling make good desserts.

ing—with the foods to be eaten first on top. Place two paper napkins in the box, and, if needed, a drinking cup and teaspoon.

Lunch-box Sandwiches. Filling for sandwiches often needs to be prepared before cutting or buttering bread. Here are some suggestions.

Making Lunch-box Sandwiches

1. Beforehand, remove the butter or margarine from the refrigerator so you can cream it easily. Allow at least $\frac{1}{8}$ pound table fat for 16 slices of bread. Prepare the filling the night before.

2. Use bread at least a day old. If unsliced, place the loaf on a bread board and cut into $\frac{1}{3}$ inch slices. As you cut the bread, arrange the slices in an orderly pile. Leave crusts on bread. For variety, use whole-wheat, rye, raisin bread, or baking-powder loaf breads such as nut and orange.

3. Cream butter or margarine to make it spread easily. Melted table fats soak into bread.

4. Remove slices from the pile in pairs. Open each pair, placing each slice flat on the table. Using a spatula, spread the top surface of *one* or *both* slices with the creamed table fat.

5. Spread the filling on *one* slice. Spread both the table fat and filling to the edge of the slice so the first bite will taste of both butter or margarine and filling. Put two slices together. Cut in two if you wish.

6. Wrap sandwiches in waxed paper.

Sandwich Fillings

1. A spread of deviled ham topped with a slice of cheese.

2. Grated luncheon meat, prepared mustard, minced celery. Use $\frac{1}{2}$ can (12 oz.) luncheon meat, $1\frac{1}{2}$ t. mustard, $\frac{1}{2}$ c. celery.



American Institute of Baking

3. Several thin pieces of cold cooked meat, spread with salad dressing. (A single thick meat slice is not easy to eat.)

4. Hard-cooked egg, stuffed olives, and chopped nuts moistened with salad dressing.

5. Cottage cheese with chopped peanuts or other nuts, chopped pimientos or chopped parsley.



Monkmeyer

8-1. These young chefs enjoy the opportunity to prepare a nutritious meal at lunchtime in their home economics class.

6. Peanut butter or chopped peanuts with shredded raw carrot, moistened with salad dressing. (Use 2 parts carrot, 1 part peanuts.)

7. Cut-up dates or raisins with nuts, moistened with lemon or orange juice, mixed with cream cheese.

If sandwiches are kept in a warm place, it is well not to use minced fish or meat fillings. Dangerous bacteria may grow in these fillings.

Sometimes, instead of filled sandwiches, use a jar of baked beans or potato salad with bread and butter, a stuffed egg, or a piece of meat or chicken left, perhaps, from Sunday's dinner.

Luncheons; Milk and Related Foods. Milk appears on your school lunch counter and is used in making

many foods prepared for your lunch. Cheese and ice cream are excellent luncheon foods. As we continue our study of luncheons, let us learn about milk, cheese, and ice cream.

Storing Milk. Fresh milk sours because it contains several kinds of harmless bacteria which grow and multiply. These bacteria change the sugar of milk to an acid. The acid thickens or coagulates the proteins of milk. To retard the growth of bacteria, as soon as milk reaches your home, place milk on the coldest shelf of the refrigerator. Keep it in covered bottles. Milk readily absorbs odours from other foods, thus spoiling its delicate flavour. This also protects its precious riboflavin since the latter is affected by exposure to light. After using milk for cooking or serving at the dining table, return it immediately to the refrigerator. Unless milk is to be used at once, do not mix new and old milk. The old milk will hasten the souring of the new milk. When bottles are emptied, wash them at once and use them only for storing milk.

Milk and a Streamlined Figure. "I don't like milk. Besides, I am afraid it will make me fat," remarked Sue as she passed the school lunch counter. Sue's extra weight was caused not by drinking milk but by eating too many sweets.

The notion that milk is a fattening food is a mistake. It contains only a small amount of fat and sugar. Since fats and sugars which may be fattening if used in excess, are in such

HOW MILK MAY BE PURCHASED

- | | |
|------------------------|--|
| 1. Pasteurized | Milk treated to destroy harmful bacteria and many harmless organisms without changing its flavour. This milk is safer to drink than raw milk. In most provinces pasteurized milk must contain at least 3.25% butterfat. Some extra rich milk has a higher percentage of butterfat. |
| 2. Homogenized | Pasteurized milk specially treated to break up the fat into such small droplets that the cream (milk fat) does not rise to the top. This distribution of fat throughout the milk gives it a rich flavour. |
| 3. Vitamin D | Milk to which Vitamin D has been added. |
| 4. Skim | Milk from which most of the fat has been removed. It is wholesome, but lacks the fat and Vitamin A of whole milk. |
| 5. Chocolate milk | Whole milk to which chocolate syrup or cocoa powder has been added. |
| 6. Chocolate drink | Milk containing not less than 2% butterfat with cocoa or chocolate and a sweetener added. |
| 7. Dried | a. whole milk with much of the water removed.
b. non-fat dry milk—skim milk with most of water removed. |
| 8. Evaporated | Homogenized whole milk from which some water has been removed. |
| 9. Sweetened-condensed | Milk from which water has been removed and sugar added. It contains much less water than evaporated milk. |
| 10. Buttermilk | Liquid remaining after cream is churned and butter has been removed. Most buttermilk sold commercially has been prepared by introducing certain harmless bacteria (culture) into milk. |

small quantity in milk, milk is not classed among the foods that may cause excessive weight.

Drinking and Eating Milk. Disliking milk "as is" is unfortunate since many scientific investigations

have proved it to be a *must have* food. It contains valuable proteins, minerals (especially calcium), vitamins (especially riboflavin (B₂) and A), and fat. Luckily, one can eat foods containing milk. Milk improves the



8-2. Cottage cheese seasoned with parsley and stuffed between wedges of fresh tomatoes on lettuce leaves adds zest to luncheon or dinner menus.

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flavour of many foods. For those who cannot drink plain milk, it can be combined with other foods. Cheese or ice cream may be substituted to meet the *daily milk quota*. It makes no difference whether you drink milk or eat it; to have enough milk is important.

Tips about Cooking with Milk. Milk scorches readily. To prevent scorching, cook milk or foods made with milk (a) in a double boiler, or (b) in a saucepan using *low* heat. In case you use a gas burner that has no simmering heat, place an *asbestos* mat underneath the pan.

Sauces are often made with milk thickened with flour or cornstarch. To make the sauce smooth, the flour or cornstarch *must* be mixed with *cold milk* or *water*, or with *hot table fat*. In making sweet sauces, flour or cornstarch is often mixed with *sugar* before adding the liquid.

The Most Used Sauce. Many dishes such as creamed soups, creamed vegetables, and scalloped foods are made with the most used sauce, *white sauce*.

It is sometimes called *cream sauce*. This sauce should be as smooth as cream. White sauce may be thin, medium, or thick, depending upon the proportions of milk and flour used. Regardless of the thickness, the method of cooking is the same.

Casserole Dishes. A covered baking dish in which foods are not only baked but served is called a casserole. Foods baked in a casserole are sometimes called *casserole dishes*. Eggs, meat, fish or vegetables may be *scaloped* by combining them with milk or white sauce and buttered bread crumbs (page 112). These foods are arranged in layers in casseroles and baked in the oven. For a scalloped dish serving 5 or 6 persons, arrange crumbs and food according to the following directions:

$\frac{1}{4}$ buttered bread crumbs, bottom of baking dish. $\frac{1}{2}$ food mixture, next layer. $\frac{1}{4}$ buttered bread crumbs, middle layer. $\frac{1}{2}$ food mixture, next layer. $\frac{1}{2}$ buttered bread crumbs, top layer. A general rule to follow is: 2 or 3 c. *vegetable, meat or fish*; 1 c. *medium white sauce*; 2 c. *buttered bread crumbs*.

White Sauce

(Makes 1 cup, medium thickness)

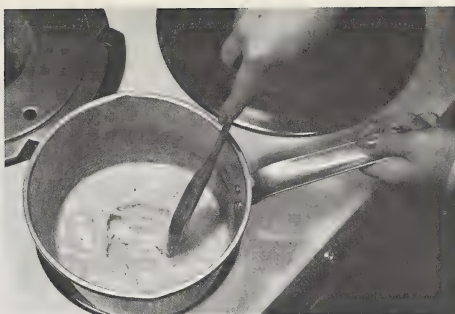
2 T. FLOUR

½ t. SALT

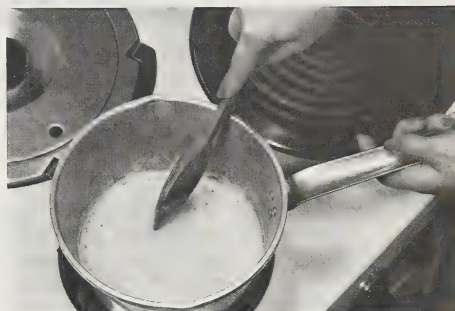
DASH PEPPER

2 T. BUTTER or MARGARINE

Put dry ingredients into small utensil. Set aside. Scrape table fat into saucepan. Melt fat over *low* heat. Do not brown.



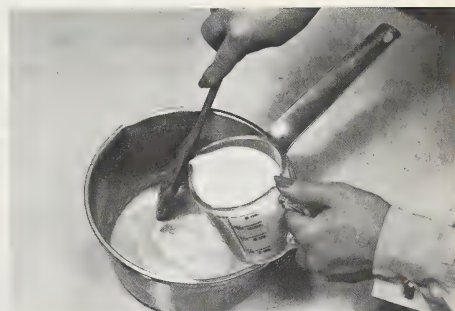
Add dry ingredients to melted table fat. Using wooden spoon, stir and cook over *low* heat until mixture is smooth and bubbles form. Cooking sauce over direct heat instead of over hot water produces better flavour because of the higher cooking temperature.



1 c. MILK

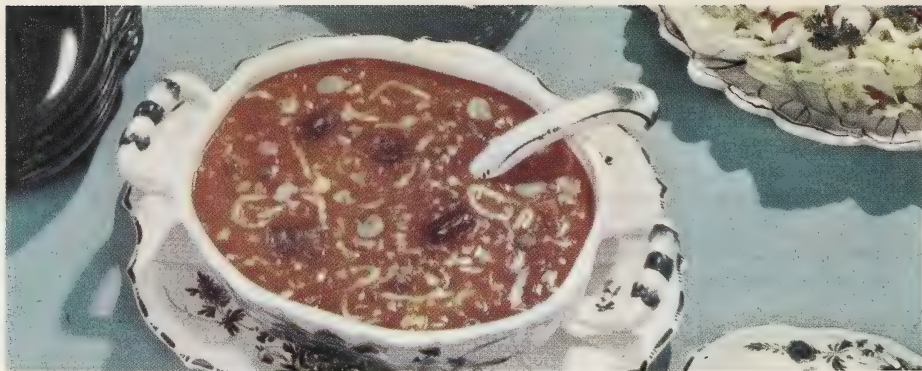
Remove pan from heat. Add milk. Stir until well blended. Return pan to heat. Stir and cook until mixture boils. Continue stirring, boil 1 minute longer. Be careful not to scorch sauce.

Photographs courtesy,
Betty Crocker of General Mills



White Sauces of Different Thicknesses

Kind	Flour	Salt	Pepper	Fat	Milk	Use
Thin	1 T.	½ t.	dash	1 T.	1 c.	Cream soups, toast
Medium	2 T.	½ t.	dash	2 T.	1 c.	Creamed vegetables, gravy
Thick	3 T.	¾ t.	dash	3 T.	1 c.	Cooked salad dressing
Very Thick	4 T.	1 t.	dash	4 T.	1 c.	Souffles, croquettes



Campbell Soup Company

8-3. Hearty combination soup served with French bread topped with cheese, lettuce-radish salad, chocolate cake, and milk is an appetizing luncheon for any season of the year.

EFFICIENCY TIP: As you measure dry ingredients for any White Sauce, drop into side of saucepan farthest from handle. Put table fat in opposite side of pan. Tilting saucepan over heat, melt table fat. Then mix all ingredients. Stir and cook. Add milk as directed in White Sauce recipe.

Cream of Vegetable Soup

4 servings

2 T. margarine or butter

1. Wash and cut up onions. Brown slightly in the table fat. Then add boiling water and salt.

2 T. minced onion

1 c. boiling water

$\frac{1}{2}$ t. salt

$\frac{1}{2}$ c. cut-up celery

$\frac{1}{2}$ c. diced carrots

$\frac{1}{2}$ c. diced potatoes

$\frac{1}{2}$ c. peas—canned, frozen,
or fresh

2. Scrub celery, carrots, and potatoes. Pare potatoes and scrape carrots. Cut vegetables into pieces. Add to boiling water and onion. Cook for about 20 minutes. Then add peas and cook about 10 minutes longer or until all are tender. While vegetables are cooking, make thin white sauce.

2 T. flour

1 t. salt

$\frac{1}{8}$ t. pepper

2 T. margarine or butter

2 c. milk

Garnishes: parsley or carrot
or cheese

3. Make white sauce as directed on page 109. Add cooked vegetables and vegetable water to white sauce. Cook over low heat until hot. Garnish with snipped parsley or with grated carrot or cheese. Serve hot.

Cream of Tomato and Celery Soup

2 c. tomatoes, fresh or canned

1 c. celery

1 slice onion

2 T. parsley

$\frac{1}{4}$ c. water

5 servings

1. If fresh tomatoes are used, *wash*, peel, cut into pieces and measure. Wash the other vegetables. Run vegetables through a food chopper or use a wooden bowl and hand chopper. Put them all in a saucepan. Add water. *Cover* and boil gently until celery and onion are tender.

2 T. flour

$1\frac{1}{2}$ t. salt

$\frac{1}{8}$ t. pepper

2 T. butter or margarine

2. Mix these ingredients as in making White Sauce. Instead of milk, use both the cooked vegetables and the water in which they were cooked.

2 c. milk, fresh and cold

3. When about ready to serve, stir in the milk gradually. Heat quickly until boiling, no longer. *Serve at once.*

TIP FOR SUCCESS: To prevent the acid of tomato from curdling the milk, in making Cream of Tomato Soup follow the preceding method. When the tomato and milk mixture boils, serve the soup *immediately*.

A TIME-SAVING SOUP: Into a saucepan put 1 can cream of celery soup, 1 soup can milk, 1 small can (3 oz.) deviled ham. Mix and heat. Cook at boiling temperature for at least 5 minutes. Serve hot.

Soup Breads. Soup and crunchy breads or crackers belong together. Soup is moist and smooth; crackers are dry and crisp. To crisp crackers that have been in an opened box for

several days, see directions on page 80. Toasted rolls, page 80, and croustons (kroo-tons') are good to serve with soup. Crunchy French bread is tasty served with soups.

8-4. A basic recipe for a casserole meal can be varied by the choice of tuna, salmon, or chicken. Crumbled crackers, crisp cereals, or crushed potato chips are interesting toppings for many casseroles.

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Croutons

Cut bread into slices at least $\frac{1}{2}$ inch thick. Butter each slice. Remove a thin layer of crust. If you wish, sprinkle with paprika. Cut into cubes. Place on baking sheet. Bake at 300°F. until golden brown. Stir occasionally.

Buttered or "Margarined" Crumbs.
For bread crumbs mixed with butter or margarine, use *day-old* or *dry bread*. Day-old bread is better for most foods. To *crumb day-old bread*, tear into bits. Crumb *thoroughly dried bread* by running it through a food chopper.

To "*butter*" bread crumbs, put butter or margarine in a saucepan or frying pan. Heat until melted. Add

the crumbs. Stir to mix. The usual proportions of crumbs and "butter" are:

1 c. *day-old* bread crumbs—1 T. butter or margarine, or $\frac{1}{2}$ c. *dry* bread crumbs—1 T. butter or margarine.

Do not brown the crumbs when mixing them with butter or margarine. Let the browning take place in the oven.

Creamed Dried Beef

<hr/>	
	4 servings
$\frac{1}{4}$ lb. dried beef	1. To remove excess salt, pour boiling water over beef. Drain.
2 T. butter or margarine 2 T. flour Dash pepper $\frac{1}{4}$ t. curry powder, if you wish	2. Tear or cut beef into small pieces. Put in a frying pan. Add table fat. Stir and heat until fat is slightly browned. Then stir in flour, pepper, and curry powder.
$\frac{1}{2}$ c. milk Toast, hot baked potato or cooked rice	3. Add milk as in making <i>White Sauce</i> , cooking and stirring until the mixture boils. Pour over toast, baked potatoes or rice, or serve in Toast Cups.
<hr/>	

FOR A CHANGE: Add $\frac{1}{2}$ c. sliced mushrooms to the dried beef and cook both in the table fat.

ANOTHER CHANGE: Add 2 hard-cooked eggs (page 168), shelled. Cut eggs in two. Remove yolk from 1 egg. Press yolk through a strainer. Cut egg white and other egg into eighths. Add to Creamed Dried Beef. After placing creamed mixture on toast or potato, sprinkle sieved egg yolk over top. Garnish with parsley or pieces of chopped pimiento.

A TIME-SAVING WAY: Cook $\frac{1}{4}$ lb. dried beef in 2 T. table fat as directed in the preceding recipe. Then, instead of making a sauce, add 1 can cream of mushroom soup diluting the soup with $\frac{3}{4}$ c. milk. Stir and simmer (low heat) for 5 minutes.

8-5. Different toppings for baked custards make custard an interesting and delicious dessert for any luncheon menu.

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Desserts Made with Milk. Custards are popular milk desserts. In making custards, milk is thickened with eggs, or with both eggs and a starchy material such as cornstarch. However, a true custard is thickened with eggs only. Such custards are usually thinner than those containing starch. They are wholesome not only because of their nourishing ingredients but because they also contain

less sugar than almost any other desserts, fruits excepted.

Custard making is an important cooking process. The most difficult point about the process is *learning exactly when a custard is done*. There are several ways of cooking a true custard—in the *oven*, in a *double boiler*, or *steamer*. The method of combining is the same for all three types of custard.

Stirred or Soft Custard

Follow the recipe for *Baked Custard* (page 114). Use vanilla flavouring; add it *after* cooking and cooling. Mix as directed. Instead of pouring the egg and milk mixture into custard cups, return it to the double boiler. Cook, *stirring constantly*. The water in the lower part of double boiler should be hot but *not boiling*.

The Cooking Test: When the mixture is slightly thickened and forms a thin coating over the bowl of the spoon, the custard is done. (The coating shows better on a metal spoon than on a wooden one.) *At once* lift the double boiler top from the lower part.

To Remedy Overcooked Custard: If the custard is overcooked, it will curdle. To remedy this, *cool* the custard at once by filling the lower part of the double boiler with cold water. Then beat the custard with a rotary beater until smooth.

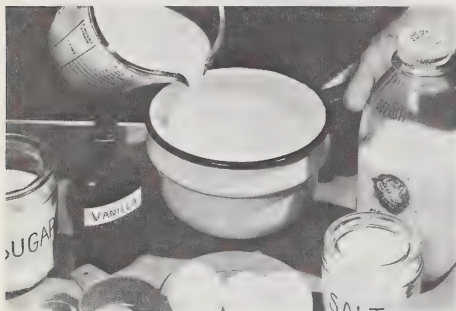
For a Change: Floating Island. Use 4 eggs instead of 3. Separate them, dropping whites and yolks into separate bowls. Follow the recipe for Stirred Custard using the yolks to stiffen it. Cover the top of the custard with meringue (mẽ-răng') made as directed for topping pie, page 202. For the meringue, use 4 egg whites, $\frac{1}{2}$ t. salt, $\frac{1}{2}$ c. sugar, 1 t. vanilla. If you wish to brown the meringue, place the custards in the broiling oven and let them remain until the surface of the meringue is slightly brown. Bits of jelly or gum drops make an attractive garnish for the meringue.

Baked Custard

4-5 servings

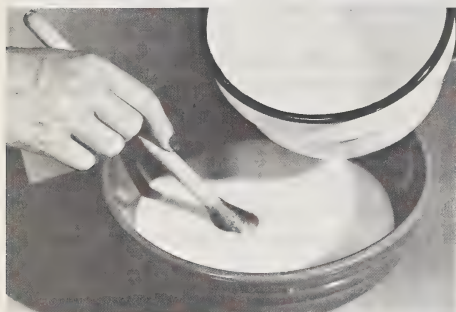
350° F. oven

35-50 minutes



2 c. MILK

Heat oven. Pour milk into top of double boiler. Heat over hot water until film forms over surface.



2 EGGS or 3 EGG YOLKS

$\frac{1}{3}$ c. SUGAR

$\frac{1}{4}$ t. SALT

$\frac{1}{2}$ t. VANILLA

Beat eggs just enough to mix with other ingredients. Stir hot milk *into egg mixture* (not eggs into milk). Add other ingredients. Stir.



NUTMEG

Pour into custard cups. Dash nutmeg over tops. Place cups in pan. Pour about 1 inch hot water into pan. Bake until silver knife inserted 1 inch from edge of cup comes out clean. At once, remove from oven and water bath.



When custard is somewhat cooled, place in refrigerator. Serve in custard cups (plate underneath) or unmould. To unmould, loosen edges with spatula. Turn onto dessert plates. Serve plain or with chocolate sauce.

Photographs courtesy, The Borden Company

Milk Food Flavoured with Chocolate or Cocoa. Chocolate or cocoa desserts are teen-age favourites. Chocolate and cocoa are made from the seeds (called cacao beans) of a small evergreen tropical tree. Both contain cocoa butter; chocolate is richer in this fat.

At market we find products in these forms: (1) *Unsweetened chocolate* in one-half pound packages, each containing eight 1-ounce pieces. (2) *Sweetened chocolate* sold in cakes. This is chocolate mixed with sugar

and may have additional cocoa butter and flavouring. (3) *Semi-sweet chocolate*. This is slightly sweetened chocolate moulded into small *bits* or *chips*, or into 1-ounce pieces. It may have cocoa butter added. (4) *Cocoa* is chocolate in powder form from which some of the cocoa butter has been removed. To substitute cocoa for unsweetened chocolate, use 3 or 4 T. cocoa + $\frac{1}{2}$ T. table fat for 1 ounce chocolate. (5) *Instant cocoa* is cocoa mixed with sugar, salt, milk, and flavouring materials.

Chocolate Sauce

2 squares unsweetened chocolate

$\frac{1}{2}$ c. sugar
Dash salt
1 T. butter or margarine
1 small can evaporated milk (6-oz.)
 $\frac{1}{4}$ c. milk

1 t. vanilla

Makes 1 cup

1. In a double boiler top over hot water, melt chocolate.

2. Stir in sugar, salt and table fat. Add both kinds of milk slowly. Stir and cook until thoroughly blended. Remove from heat. The sauce thickens as it cools.
If too thick when cool, thin with cream or milk.

3. Add vanilla. Serve hot or cold.

Natural and Process Cheese. Cheese is made from either whole or skim milk. It has almost all the materials found in milk, but it contains less water. In this country a large quantity of *Canadian* or *Cheddar* cheese is manufactured. This is a

natural cheese and is usually made from whole cow's milk treated so that it separates into (a) curd, a solid, and (b) whey, a liquid. The whey is drained from the curd, and the curd is used in making cheese.

Another popular type of cheese is

8-6. A variety of cheeses together with crackers and fruit are a satisfying snack or a dessert after a filling meal.

National Dairy Council



Process Cheese. It is made by blending one or more kinds of natural cheese with water and other substances and heating the mixture. Due to the final heating, process cheese keeps well. There are several kinds of process cheese. Since all types of process cheese contain more water than natural cheese, they are not quite as rich in protein and other nutrients. Process cheese often has such flavouring materials as pineapple, pimiento, chives, bacon, or olives added.

Some cheeses like *Cheddar* or *Swiss* are *hard*; others, like *Roquefort* (rok' fort) or *blue* cheese, are *semi-hard*. *Cottage* cheese and *cream* cheese are *soft* cheeses. Cheeses are either mild in flavour or sharp and snappy. If you want a sharp cheese,

look for the word "sharp" clearly marked on the label.

Storing Cheese. Soft cheeses spoil readily. Store these in their original containers or coverings in the refrigerator. To prevent it from becoming too dry, wrap hard cheese in waxed paper or aluminum foil and store in the refrigerator. If moulds have grown on hard cheese, cut away the mouldy portion. For top flavour serve cheese at room temperature.

An Old-time Favourite Cheese Dish. Making macaroni and cheese in the approved style consists of at least three separate processes: cooking the macaroni, making the cheese sauce, and baking the mixture. Buttered crumbs may be used as a topping. Rice may be substituted for macaroni.

Cheese Sauce

1 c. medium white sauce
1 c. grated or cut-up sharp
cheese ($\frac{1}{4}$ lb.)

Makes $1\frac{1}{2}$ cups

1. Prepare white sauce as directed on page 109. If you wish, add $\frac{1}{4}$ t. dry mustard to the dry ingredients. Add the cheese, stirring over *low heat* until melted. Serve hot. Cheese sauce makes many foods, especially vegetables, tastier.

Penny Saver. Instead of fresh milk, put $\frac{1}{4}$ c. dry milk powder into a measuring cup. Fill cup with water. Use 3 T. margarine instead of 2 T. in making the sauce.

Welsh Rabbit

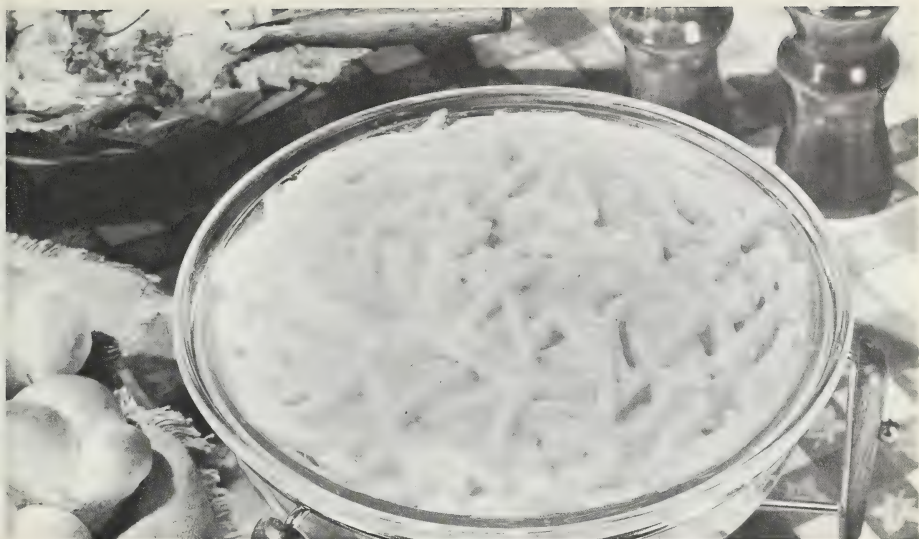
4 servings

Make Cheese Sauce as directed in the foregoing. For a richer sauce, add $\frac{1}{2}$ c. more cheese. Pour *hot* over buttered toast or crackers. Dash paprika over the top.

Serving Cottage Cheese. There are interesting ways to serve cottage cheese by adding flavouring materials and colourful garnishes.

Zestful Cottage Cheese

Mash $\frac{3}{4}$ ounce (4 t.) *Roquefort* or *blue* cheese. Add $\frac{1}{4}$ t. Worcestershire sauce, $\frac{1}{4}$ t. salt and 1 c. creamed cottage cheese. Mix. Sprinkle paprika over top.



The Kraft Kitchens

Macaroni and Cheese

4 servings

2 qt. water

2 t. salt

1 c. macaroni

(The large quantity of water is needed to prevent sticking.)

400° F. oven

20 minutes

1. *Heat* and *salt* the water. If in stick form, *break* macaroni into 2-inch pieces. Add to water. Keep water boiling briskly about 9 minutes or until tender. Drain macaroni in a colander.

1 c. sharp cheese

2. *Shred* cheese, using medium shredder or cut into pieces. Pack cheese in cup. *Heat* oven.

1 T. flour

$\frac{1}{2}$ t. salt

$\frac{1}{4}$ t. dry mustard

if you wish

1 T. butter or margarine

1 c. milk

3. Make a white sauce of dry ingredients, table fat and milk, mixing the mustard with flour, see page 109. Add the cheese to the sauce. Then add macaroni, stirring with a fork to mix. Pour into greased casserole, $\frac{1}{2}$ quart size.

$\frac{1}{2}$ T. butter or margarine

$\frac{3}{4}$ c. day-old bread crumbs

4. "Butter" crumbs as directed on page 112. Spread on top of macaroni. Bake until slightly browned.

FOR A CHANGE: Instead of macaroni, use $\frac{3}{4}$ c. *process rice*—that is, rice with vitamins retained. Cook in the same way as you would cook macaroni.

TIPS ABOUT MACARONI AND RICE: In cooking, macaroni swells to 2 times its uncooked measure. Cooked rice increases 3 times its uncooked measure.

Whipping Cream and Evaporated Milk. To whip cream successfully, the cream, the bowl in which the cream is to be whipped, and the beater should be chilled. If whipped in an electric mixer, use *medium speed*. Whip until thick but not stiff.

If cream containing less than 18 per cent butter fat is used, add $\frac{1}{2}$ t. lemon juice to 1 cup chilled cream before whipping.

To *flavour*, after whipping, add to $\frac{1}{2}$ pt. cream 2 T. sugar (powdered or granulated) and $\frac{1}{2}$ t. vanilla.

To *whip evaporated milk*, first pour it into a freezing tray and let it chill until fine ice crystals form around the edges. If lemon is a suitable flavouring for the dessert being served, after whipping fold in 2 T. lemon juice. This will insure more permanent stiffness. If lemon is added, more sugar may be needed.

Why are Milk, Cheese, and Ice Cream Essential Foods? *Milk* is needed not only by babies and teen-agers but also by adults *all through life*. Milk is necessary because it contains *protein* of high quality, and *calcium* and *phosphorus*, two of the necessary minerals. Calcium is needed to build strong bones and sound teeth. It also helps nerves and muscles and other parts of the body to work properly. Milk does not contain all the essential vitamins, but it is especially rich in *riboflavin* (B_2), the vitamin so necessary to help keep skin free from sores, eye-sight strong and the entire

body in good health. It also contains *vitamin A*, *thiamine* (B_1), and others. In addition, milk has *fat* and *sugar* which are energy-giving foods.

Cheese furnishes: (a) *proteins* of excellent quality, (b) *fat*, (c) *minerals* — *calcium* and *phosphorus*, (d) *vitamin A* if made from whole milk. Canadian cheese is approximately one-third water, one-third fat, one-quarter protein, and is rich in calcium, phosphorus, and vitamin A. Since cottage cheese usually is made from skim milk, it contains little calcium. Most of the calcium dissolves in the whey, which is drained off in making cottage cheese. Cottage cheese is valued for its protein. Creamed cottage cheese, which is cottage cheese plus cream, contains some butter fat.

The main reason why milk and related foods are essential foods is because they are excellent sources of *calcium*, *protein*, and *riboflavin* (B_2). Teen-agers should drink 4 cups of milk each day; children $2\frac{1}{2}$ cups; adults $1\frac{1}{2}$ cups.

Ice Cream, An Ever-Popular Desert. Dolly Madison was the first Presidential hostess to serve ice cream in the White House. To this day, ice cream is a popular dessert in every village and town in the U.S.A. and Canada. Serving ice cream is a pleasant way of introducing more milk or cream into the diet.

When a dessert mixture freezes, particles of ice form. The smaller the ice particles, the smoother the dessert.



The Borden Company

8-7. There are many delicious ways to garnish ice cream desserts.

Vanilla Ice Cream (Refrigerator)

4 servings

$\frac{2}{3}$ c. ($\frac{1}{2}$ can) sweetened
condensed milk
 $\frac{1}{2}$ c. water
 $1\frac{1}{2}$ t. vanilla

1. Set the refrigerator at coldest temperature. Pour condensed milk, water, and vanilla into a refrigerator tray. Cover the tray. Place in refrigerator. Chill.

1 cup light cream,
chilled

2. Whip cream by hand with a rotary beater, or if an electric beater is used, set at medium speed.

3. Remove tray from refrigerator and fold in cream. Freeze. When partly frozen remove tray and beat mixture with a rotary beater. Return to refrigerator to continue freezing.

FOR A CHANGE: *Chocolate Ice Cream.* Put 1 square unsweetened chocolate in double-boiler top. Add $\frac{2}{3}$ c. condensed milk. Stir and heat over boiling water 5 minutes or until thick. Add $\frac{1}{2}$ c. water. Mix well. Chill. Then add 1 t. vanilla and 1 cup chilled, whipped light cream. Continue as directed for vanilla ice cream. Stirring twice during freezing is advisable.

Constant stirring in an ice cream freezer helps to make a frozen mixture smooth. If suitable ingredients are used, a smooth dessert can be made in an automatic refrigerator without constant stirring. Whipped cream or whipped canned milk, gel-

atin and beaten egg whites are most commonly used.

Turn the refrigerator control for lowest temperature. Rapid freezing helps to prevent the formation of large ice particles. After freezing, reset control for normal temperature.



National Dairy Council



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8-8. Vanilla ice cream is a choice base for dessert sauces. Sherbets vary a menu as a base for fruit cocktail or an accompaniment served with refreshing summer fruit salads.

Lemon Chiffon Sherbet (Refrigerator)

6 servings

- $\frac{1}{4}$ lb. marshmallows or
- 2 c. midget marshmallows
- $\frac{3}{4}$ c. milk

Note: A sherbet is a frozen dessert made with water or milk, fruit juices, egg white or gelatin. Marshmallows contain gelatin.

1. Set refrigerator at *coldest* temperature. Put marshmallows and milk into double-boiler top. Heat over hot water until marshmallows are partly melted. Remove from range and beat until marshmallows are completely melted. Put into refrigerator to chill.

- $\frac{1}{4}$ c. lemon juice—fresh, canned or frozen
- $\frac{1}{2}$ t. grated lemon rind

2. Add lemon juice and rind to chilled mixture. Mix well. Chill until somewhat thickened.

- 3 egg whites
- Dash salt
- 3 T. sugar

3. Add salt to egg whites. Beat until stiff but not dry. (On electric mixer use speed between medium and high.) Then gradually beat in sugar.

4. Fold egg whites into lemon mixture. Pour into freezing tray and freeze. When partly frozen, remove from refrigerator and beat with a rotary beater. Return to refrigerator to complete freezing.

Plan food combinations suitable for lunch or supper including *sandwiches, soups, cheese dishes, desserts containing milk, or frozen desserts*. When you decide the foods you will prepare, plan the steps in preparation, and the dishes and silver needed in serving them. These suggestions may help you.

1. **Soup and Sandwich:** Cream of Vegetable Soup (page 110), Sandwiches (page 105).

2. **A Light Luncheon:** Cream of Tomato and Celery Soup (page 111), Cornmeal Muffins (page 93) with Butter or Margarine, Fruit Cup (page 73).

3. **A Salad and Dessert:** Fruit Salad or Stuffed Prune Salad (page 78) with wafers, Cup Custard with Chocolate Sauce (page 115).

4. **A Luncheon with Creamed Dried Beef:** Creamed Dried Beef (page 112) served on cooked rice (page 117), or Chinese noodles, Carrot Sticks (page 130) and Radish Roses, Toasted Rolls (page 80), Sliced Oranges, Cocoa (page 100).

5. **A Luncheon with a Cheese Main Dish:** Macaroni (or Rice) and Cheese (page 117), Lettuce Salad with your Favourite Dressing, Apple Crisp (page 74), Milk or Cocoa.

6. **A Luncheon with a Frozen Dessert:** Welsh Rabbit (page 116), Frozen Green Vegetable (page 133) or Sliced Tomatoes (page 134), Quick Bread with Butter or Margarine, Ice Cream or Lemon Chiffon Sherbet (page 120). To allow time for freezing and ripening, the frozen dessert may be made the day before.

7. **A Frozen Dessert with a Cookie:** Frozen Desserts (page 120), Cookies (pages 178, 219). If a mixture to be frozen requires cooking, this may be done one day and the freezing done on the next day. To allow time for freezing and ripening, some work needs to be done before school or during a study period. During the freezing of the dessert, have a demonstration on the making of cookies.

FOR YOU TO DO

1. Watch for suggestions for sandwich fillings in household magazines or newspapers. Consult cookbooks. Record the suggestions and recipes on cards or in your notebook. Bring these to class. Each one present his best suggestion. From the reports, let the class choose recipes to be tried in class. Post most successful recipes on bulletin board with comments regarding taste and appearance.

2. Let each group of four plan, prepare and pack a *box lunch*. With the help of your teacher prepare a score card and let the class score the lunches which have been prepared. Check with the essential food groups to see how many are included in the lunches packed.

3. Have boys in the class discuss diets prescribed by the school coach.

How do they conform to the essential food groups?

4. If your teacher approves and your school programme permits, arrange with the manager of your school cafeteria to check pupils' trays in your school lunchroom. Notice whether the trays contain milk, vegetables or fruits, and also how many of the essential foods are included. Let the class plan a way of giving recognition to pupils having well-selected luncheons.

5. With permission of your home-making teacher and lunchroom manager, class arrange posters of the essential foods in your school *lunchroom*. If possible, get posters showing the essential foods served in different luncheon combinations. Appoint five committees, each committee to collect pictures of one of the essential food groups.

6. Discuss ways of using milk or cheese in foods to make sure you and your family get an adequate supply of milk or milk products daily. Under each of the following headings: (1) Appetizers and beverages, (2) Main dishes, (3) Vegetables, (4) Bread and Cereals,

(5) Desserts, suggest three or more foods which can be prepared with milk or cheese.

7. If you belong to a group such as Girl Guides, 4-H, or Y-Teens, schedule a supper or luncheon meeting in which a mother of one of the members demonstrates and serves a favourite food of a Nationality Group.

8. Like many discoveries, the discovery of Roquefort cheese was accidental. It was originally made at Roquefort, France. Look up the story about this cheese in an encyclopedia and report to your class.

9. With your mother's consent, prepare Sunday evening supper including sandwiches and a milk dessert.

10. If you have an automatic freezer, with your mother's permission, make a frozen dessert for Saturday's or Sunday's dinner.

11. If the class wishes and a hand-turned freezer is available, use it to make a frozen dessert.

12. On Saturday, plan and prepare lunch. Include a cheese dish or a custard.

BOOKLETS TO READ

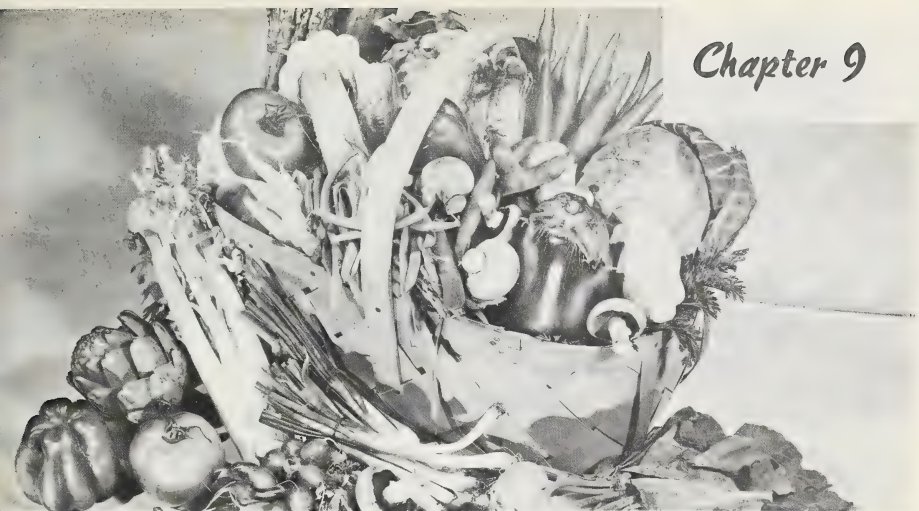
Associated Milk Foundations, *Publications*, Montreal, Quebec.

Bakery Foods Foundation, *Publications on Lunch Box*, Toronto, Ontario.

Canada Department of Agriculture, *Publications*: 1053, *The Art of Making Sandwiches; Cereals*, Queen's Printer, Ottawa, Ontario.

Canada Department of National Health and Welfare, *Publications*: *The Noon Meal*, Queen's Printer, Ottawa, Ontario.

Dairy Foods Service Bureau, *Publications*, Toronto, Ontario.



National Dairy Council

Yellow, Green, and Other Vegetables

Colour Is the Key. Eating yellow and green vegetables, gay in colour, helps you to feel well. The colouring matter in carrots, sweet potatoes, yams, pumpkins, winter squash, and other yellow vegetables as well as in yellow fruits is called *carotene*. The carotene in these vegetables is changed into vitamin A when they are absorbed and used in tissues of the body. Hence, the deep *yellow* vegetables are good sources of vitamin A. Vegetables which are green in colour, especially those having *dark green* leaves, also supply vitamin A. In addition these colourful vegetables contain other vitamins, minerals, and carbohydrates.

Notice that the vegetables in the list on page 124 are intense in colour. They are arranged in order of the

vitamin A value in one serving of each.

A baked sweet potato, deep in colour, supplies over 400 times as much vitamin A as a baked white potato. Carrots are a good source of this vitamin; parsnips yield none. Green asparagus supplies only a fair amount of vitamin A; the bleached vegetable has only a trace. Bleached leaves, for example, the inner leaves of head lettuce, yield much less than the green leaves. When you are selecting vegetables, choose those that are pronounced in colour rather than white or bleached vegetables.

Vitamin C Vegetables. You have learned that the citrus fruits are excellent sources of vitamin C. But there are some vegetables containing important amounts of vitamin C if



9-1. Baked stuffed potato is the centre of this vegetable plate. An interesting combination is kernel corn, Frenched green beans, and lima beans. Radish roses and parsley add colour and cooling freshness to the hot vegetables.

Courtesy of Birds Eye Frozen Foods

eaten raw or cooked in a way to save the greatest amount of this vitamin. See chart on page 125.

Tomatoes, broccoli, spinach, and peppers furnish both vitamins A and C. Notice that those vegetables listed on this page are included in the list of vegetables rich in vitamin C. Those vegetables rich in vitamins A and C also contain a variety of other vitamins.

The Popular Potato. All vegetables contribute to our well being since they all contain not only vitamins but also minerals and roughage. It

is good to eat a variety of vegetables including white potatoes besides yellow and green vegetables.

Potatoes are a general favourite and satisfy keen appetites. They taste well with meat. Although white potatoes have little vitamin A value, they contain many nutrients, including iron and some of the B vitamins. They also contain a small amount of vitamin C. Since white potatoes are used constantly, their vitamin C may be counted if they are cooked in their jackets. Because a potato is rich in starch, it is an energy-giving food.

VEGETABLES AS SOURCES OF VITAMIN A *

- | | |
|-------------------|------------------------------|
| 1. Carrots | 7. Broccoli |
| 2. Sweet potato | 8. Tomatoes, raw |
| 3. Spinach | 9. Tomatoes, canned or juice |
| 4. Beet greens | 10. Peas, canned |
| 5. Squash, winter | 11. Beans, green, fresh |
| 6. Chard | |

* Adapted from Canada Department of National Health and Welfare publication, "Healthful Eating".

VEGETABLES AS SOURCES OF VITAMIN C *

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Broccoli 2. Peppers, green 3. Cauliflower 4. Spinach, fresh 5. Brussels sprouts 6. Chard 7. Turnip, yellow 8. Sweet Potato | <ol style="list-style-type: none"> 9. Asparagus, fresh 10. Cabbage 11. Beans, green, fresh 12. Tomato, raw or canned 13. Potato, white 14. Tomato juice, canned 15. Parsnips |
|--|---|

* Adapted from Canada Department of National Health and Welfare publication, "Healthful Eating".

Buying Vegetables. Select vegetables that are:

(1) *Fresh.* Wilted vegetables have lost some of their flavour and vitamins.

(2) *Ripe but not overripe.* Too-ripe vegetables may be tough or strong in flavour, unripe may lack flavour; undersize may be expensive.

(3) *Free from blemishes.* Damaged vegetables are wasteful.

Points for buying a variety of vegetables are given on pages 126 and 127.

Storing Vegetables.

(1) *Roots and other less perishables.* Store such vegetables as roots, tubers, winter squash in a ventilated container or bin in a cool, dry place. Hard-shelled squash keeps well if left whole. After opening, the flesh spoils readily.

(2) *Corn and pod vegetables.* If sweet corn cannot be used soon after gathering or buying, without removing husks, rinse, put in a plastic bag or wrap in cloth, and store in refrigerator. Leave peas and lima beans in pods, and place in refrigerator. If possible, shell just before using.

(3) *Tomatoes and leafy vegetables.*

Store ripe tomatoes in the refrigerator. If slightly green, keep at room temperature until ripened. To store leafy vegetables, trim discoloured leaves, rinse, drain, and shake well to remove excess water. Store in crisper or plastic bag. Do not remove core of head lettuce until ready to use. Store a whole head of cabbage in the refrigerator. Put a portion of a head of cabbage in a plastic bag or covered container and place in the refrigerator.

The First Steps in Vegetable Preparation. Leaving the skins on vegetables during cooking saves nutrients which dissolve in water. The skin also helps to prevent loss of vitamins which are partly destroyed in cooking by contact with air. If a vegetable is to be pared, use a sharp paring knife and pare thinly. Thick parings are wasteful. The thin skins of new potatoes and carrots may be removed by merely scraping. Get vegetables ready to cook just before cooking. Do not soak the vegetables in water.

BUYING VEGETABLES

<i>Vegetable</i>	<i>Points in Selecting</i>	<i>Servings per pound</i>
Asparagus	Stalks: green, fresh-looking (not woody). Tips: compact, crisp looking.	2-3
Beans, green or wax	Pods: fresh looking, smooth, not bulging, snap when broken.	4-6
Beans, lima	Pods: fresh green, full. Shelled: fresh, light green, plump.	5-6 (shelled)
Beets	Roots: smooth. Tops: fresh leafy. Tops cooked separately are tasty greens.	4
Broccoli	Heads: compact, buds unopened, green, fresh. Stalks and leaves: green, tender.	3-4
Brussels Sprouts	Green, not yellowed. Leaves smooth, not riddled.	4-5
Carrots	Tops: fresh. Roots: slender, firm smooth skin.	4-5
Cauliflower	Heads: solid. Flowers: white, no dark spots. Leaves: green.	4-5 (2-pound head)
Celery	Stems: crisp. Leaves: fresh. Pascal is good variety for eating uncooked, outer stems green.	4-6 (per bunch)
Corn, sweet	Husks: fresh, green. Silk: brown. Kernels: yellow (more vitamins than white), when pressed "milk" flows.	1 ear (per person)
Eggplant	Firm, shiny purple surface free from spots.	3
Endive, curly	Leaves: curled, forming a loose-leafed head with light coloured centre.	4-5
Kale	Leaves: curled, fresh dark green, not yellowed or withered.	3-4
Lettuce, head	Several varieties. Leaves: crisp and firm, fresh (not bruised or wilted).	4 (per medium head)
Lettuce, leaf	Tender thin leaves, green.	6
Mustard greens	Fresh, crisp, bright green.	4
Peas	Pods: crisp, green (not yellowish), well filled (not over-filled).	2 (in pods)

<i>Vegetables</i>	<i>Points in Selecting</i>	<i>Servings per pound</i>
Peppers, red and green	Crisp, firm, glossy bright colour.	2-3
Potatoes, sweet	Two varieties: (1) dry, mealy, light yellow flesh when cooked. (2) moist deep-yellow flesh when cooked. Skin: free from bruises. Tips: not decayed or wrinkled. Yam, resembles moist sweet potato, but it is larger since it is the root of a different plant. Buy sweet potatoes in small quantity since they spoil readily.	3
Potatoes, white	Firm, smooth skins, shallow eyes. Potatoes which are mealy when cooked, suitable for baking, boiling. Those which become "waxy" are suitable for creaming and salad making. Some potatoes are satisfactory for any method of cooking.	2
Squash summer	Popular varieties—patty-pan, crookneck, zucchini, butter-nut (late summer). Rind free from blemishes.	2-3
Squash, winter	Heavy for size, rind free from blemishes. Acorn— Hubbard—	1-2 (per squash) 2
Spinach	Fresh, green, free from sand, washed spinach may be bought in plastic bags.	2-3
Tomatoes	Skin: firm, smooth without deep creases. Flesh: meaty, few seeds.	3
Turnips	Two varieties: (1) White: smooth skin, firm, heavy for size, fresh green tops, if immature. Fresh, green tops are excellent, vitamin-rich greens. (2) Yellow (rutabaga): smooth, firm, skin, heavy.	3-4 3-4

Ways of Cooking Vegetables. Baking vegetables is an excellent method. Baked potatoes have a delicious flavour, their minerals are saved, and the vegetable skin helps to prevent loss of vitamins. However, long baking at high temperature may destroy some vitamins.

If vegetables are cooked in a small amount of water and no water needs

to be drained away after cooking, there is little loss of nutrients.

When cooking vegetables in water:

(1) Cook the vegetables without paring, if possible.

(2) Keep the vegetables whole rather than cut into pieces.

(3) Have the water boiling before adding the vegetable, and keep it boiling gently during cooking. Add salt



9-2. Juicy, broiled tomato halves, richly green French cut cooked beans, and cauliflower topped with hot cheese sauce are a colourful combination of nutritious vegetables for a luncheon.

Kraft Foods Company

to the water, $\frac{1}{4}$ to $\frac{1}{2}$ teaspoon of salt to each cup of water. Keep the saucepan covered to prevent loss of the vitamins which air destroys.

(4) Cook vegetables in a small amount of water. If vegetable water is poured off, use it in making soup, gravy, or sauce, or cool and store in the refrigerator for future use.

(5) Remove vegetables from water after cooking to avoid water soaking and loss of vitamins and minerals.

(6) Cook vegetables only until tender.

The most common mistakes in vegetable cooking are: (a) *soaking in water*, (b) *cooking in too much water*, (c) *throwing away the cooking water*, and (d) *cooking them too long*.

Keeping Vegetables Colourful. Vegetables that have lost their gay colour during cooking are without colour appeal. Soda added to the cooking water preserves the colour of green vegetables but destroys the vitamins. The *best way* to prevent excessive colour loss is to *cook* green vegetables just the right length of

time—*until* they are *tender* but have not lost all of their original crispness. Overcooking causes some loss of colour, flavour, or nutrients. Cooking *uncovered* preserves colour; cooking *covered* saves nutrients.

Beets cooked whole in their skins will keep their red colour. To shorten the cooking period, pare and slice or shred beets. Cook in just enough water so that none needs to be drained away. Also, add vinegar, lemon, or orange juice to the cooking water to preserve the colour and vitamins and increase their taste appeal.

If cooked for the right length of time, white vegetables remain white. Overcooking may make them brownish gray.

Pressure Cooking Vegetables. Imagine cooking fresh peas in 1 minute, sweet potatoes (medium size) in 8 minutes. This can be done in a pressure saucepan.

Not only fresh vegetables but also meats cook more quickly in a pressure saucepan than in an ordinary saucepan. Some pressure pans are

heat controlled. Such pans hold the heat automatically at the desired cooking temperature.

No one should attempt to use a pressure cooker without reading the directions that come with a pressure saucepan and then *following those directions* most carefully. Observe the time required in the timetable of the pressure saucepan booklet. Each pressure saucepan has a tightly fitting cover. The steam from a boiling food collects in the pressure saucepan so that it becomes hotter than boiling water. Thus, food cooked in a pres-

sure saucepan becomes so hot that it is soon tender.

Important points in pressure cooking are:

**P
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(1) See that the opening in the steam vent or vent hole is not clogged. (The steam vent allows excess steam to escape.)

(2) Avoid filling the pan too full. No food should rest against the cover.

(3) Expel the air from the pressure pan according to directions received with the pan.

(4) At the end of the cooking period, reduce the pressure to zero before removing the cover.

White or Sweet Baked Potatoes

1. Select potatoes of similar size suitable for baking. Scrub them. If the ends of sweet potatoes are decayed, cut them off. If the skins of the potatoes are to be eaten, rub them with butter, margarine, or meat drippings.

2. Place the vegetables in a hot oven $425^{\circ} F.$, directly on the oven rack. Bake until tender, usually *50 to 60 minutes* for white potatoes; *35 to 40 minutes* for sweet.

3. As soon as the white potatoes are taken from the oven, cut criss-cross gashes in the top of each. Press the potato slightly so that some of the steam may escape and prevent potato from becoming soggy. Place a bit of butter or margarine and a dash of paprika into the slashed part of each potato.

4. Place in a vegetable dish and cover with a *napkin*, not a dish cover. Serve at once.

Stuffed White Baked Potatoes

4 servings
4 hot baked potatoes

$450^{\circ} F.$ oven

15 minutes

1. *Cut a slice* from flat side of each potato. Scoop out mealy portion, taking care not to break the skin.

1 t. salt
 $\frac{1}{8}$ t. pepper
4 T. butter or margarine
Hot milk, about $\frac{1}{3}$ c.

2. *Mash potatoes.* Add seasoning, table fat, and enough hot milk to moisten. *Beat* until fluffy. *Return* to the shells, leaving the surface uneven. *Place* on baking sheet. Bake until heated through and browned. Serve hot.

FOR A CHANGE: If you wish, about 5 minutes before potatoes are to be served, remove from the oven, sprinkle each with *grated* cheese or a thin cheese slice and return to the oven to brown.

Sweet Potatoes and Yams. Although some cooks prefer yams for candying, either sweet potatoes or yams can be used. Directions for *baked sweet potatoes* are given on page 129. Other recipes follow.

Candied Sweet Potatoes

4 servings	350° F. oven	30 minutes
4 medium sized yams or sweet potatoes	1. Heat oven. <i>Scrub</i> vegetables. Cook <i>unpared</i> in boiling salted water until tender, 25-35 minutes.	
1/3 c. brown sugar firmly packed	2. Make syrup of these ingredients. Peel potatoes, then cut into halves lengthwise or slice. Place in a greased casserole—1½ qt. Pour the syrup over them. Bake <i>uncovered</i> , basting occasionally. When ready for serving, most of the syrup will have been absorbed by the potatoes. Serve hot.	
1/4 c. water		
1/4 c. butter or margarine		
1/2 t. salt		

FOR A CHANGE: *Sweet Potatoes and Apples.* Cook 4 medium sweet potatoes in water as directed above. Peel and slice. Pare and slice 1 c. *sour apples*. Arrange the potatoes and apples in layers in a casserole as for a scalloped dish, page 108. Sprinkle each of the 2 apple layers with 2 T. *brown sugar*, 1/2 t. *salt* and dot with 2 T. *butter* or *margarine*. Bake *covered* at 350° F. for 20 minutes. Uncover and bake 10 minutes longer or until slightly browned and apples are tender. Serve hot.

Sweet Potatoes and Pineapple. Follow the recipe for Sweet Potatoes and Apples, using *canned pineapple chunks* instead of sliced apples. Add 1/2 c. *pineapple syrup* to mixture.

Glazed Carrots

Carrots — 6 large or 12 small	4 servings
	1. <i>Scrub</i> , then <i>scrape</i> . Leave small carrots whole. Halve or quarter large carrots lengthwise. Cook in boiling salted water until tender, 15-25 minutes.
2 T. butter or margarine	2. Put these in a frying pan. <i>Stir</i> and heat. Add cooked carrots. Turn often enough to brown evenly. When slightly brown, serve hot.
1/4 c. brown sugar, firmly packed	
1 t. water	

CARROT STICKS: *Scrub* tender carrots. Put in refrigerator to chill. *Scrape* to remove skins, then cut *lengthwise* into narrow strips. Serve at once, or place in a covered jar and return to refrigerator until ready to serve.



H. J. Heinz Company

Baked Squash

4 servings

2 large or 4 small acorn squash or 2 or 3 pounds Hubbard squash

Tip: If the meaty part of Hubbard squash is very thick, cut it criss-cross to rind to shorten baking time.

400° F. oven

40-60 minutes

1. Wash, halve acorn squash. Cut Hubbard squash into pieces suitable for serving. Remove seeds and stringy portion. Either place pieces *rind down* in a *covered* pan or place them *soft part down* in an *uncovered* pan. Bake for 20 minutes. Then remove cover or turn pieces *soft part up*. Continue baking 20 to 40 minutes longer or until tender. Put butter or margarine on each piece. Add salt and pepper. Serve hot.

FOR A CHANGE: Bake *acorn squash* for 20 minutes as directed above. In the meantime, cook 12 small link *sausages* or 12 small balls of bulk sausage until brown. Put these in the partly baked squash. Adjust the oven temperature to 350° F. Bake 20 to 40 minutes longer or until squash is tender. Serve hot.

ANOTHER CHANGE: During the last 15 minutes of baking acorn squash, add to each squash half, midget marshmallows, nuts, or raisins.

Corn Delicious *

- | | |
|--|--|
| 2 T. green pepper | 4 servings |
| 1 t. onion | 1. Wash pepper; cut in two. Discard seeds; chop. Wash and chop onion. Put table fat in a frying pan. Add chopped vegetables. Cook until onion is golden brown. |
| 3 T. butter or margarine | |
| <hr/> | |
| 1 package (10-ounce)
frozen whole kernel corn | 2. Add corn and salt. Cook over medium heat until corn is tender, about 3 or 4 minutes after thawing. Stir occasionally. Serve hot. |
| 1 t. salt | |
-

* Adapted from a recipe in *Better Homes and Gardens Cook Book*.

Spinach Timbales

- | | | |
|---|---|------------|
| 4 - 5 servings | 350° F. oven | 45 minutes |
| 1 package frozen
chopped spinach | 1. Heat oven. Turn spinach into a saucepan. Add no water. Apply low heat. As it heats, break with a fork. After thawing continue to cook and stir for not more than 5 minutes. With a cooking spoon, press moisture from the leaves. Drain spinach water into a measuring cup. After draining thoroughly, stir table fat and lemon into spinach leaves. | |
| 2 T. butter or margarine | | |
| 2 t. lemon juice | | |
| <hr/> | | |
| 2 eggs | 2. Add enough milk to the spinach water to make $\frac{2}{3}$ cup. Pour into mixing bowl. Add eggs, flour, and seasoning. Beat with a rotary beater until well blended. Then add spinach. | |
| 2 T. flour | | |
| 1 t. salt | | |
| $\frac{1}{8}$ t. pepper | | |
| <hr/> | | |
| 3. Grease 4 or 5 custard cups with salad oil. Pour in spinach mixture. Place cups in a pan of hot water. Bake until firm. Test as you did Cup Custard by inserting a silver knife halfway between centre and edge of cup (if no mixture clings to knife, the timbales are done). Loosen timbales with a spatula. Turn onto a platter. Pour Easy-Made Hollandaise or Cheese Sauce, page 116, over the timbales. Serve hot. | | |
-

Easy-Made Hollandaise Sauce

- | | |
|---------------------------------------|--|
| 1 c. medium white sauce
(page 109) | Makes $1\frac{1}{4}$ cups |
| | 1. Prepare white sauce making this change: cook it in a double boiler top over direct heat and use 4 T. table fat instead of 2. |
| <hr/> | |
| 2 egg yolks | 2. Beat egg yolks in a bowl. Stir in a small quantity of the hot sauce. Return to remainder of sauce in double-boiler top. Place the double-boiler top over hot water. Stir and cook as you did Stirred Custard, page 113. Add lemon juice. Serve hot. |
| 2 T. lemon juice,
fresh or canned | |
-

Quick-Frozen Vegetables. Ready for cooking, no washing, paring, or shucking, quickly cooked in a small amount of water, in some cases in no water, are the time-saving features of quick-frozen vegetables. These features along with good quality and flavour, account for their popularity.

To Cook Quick-Frozen Vegetables.

(1) Follow directions on package. Thaw only those vegetables that directions require to be thawed. If you need only a part of a package of frozen vegetables, cut through the package with saw-toothed knife. Wrap the portion not used and store it in the freezing compartment of your refrigerator or in freezer.

(2) Place in a saucepan containing $\frac{1}{4}$ inch boiling, salted water—*1 t. salt for 12 ounce package*. Cover. Add no water to frozen spinach.

(3) Cook in gently boiling water for the time suggested on the label or until tender. Test with a fork. While heating, carefully break the vegetable apart with a fork. To a 12-ounce package add *2 T. butter or margarine*.

(4) Frozen vegetables may be cooked in the oven without adding water. Place vegetables in a casserole or pan. To a 12-ounce package, add *2 T. butter or margarine and 1 t. salt*. Cover. Bake at 350° F. until tender (usually about 20 minutes). Serve hot.

Cooking Greens. One pound makes 3 to 4 servings. (1) Prepare green leaves for cooking as follows:

Beet tops—use stems and leaves;
Spinach—remove and discard stems



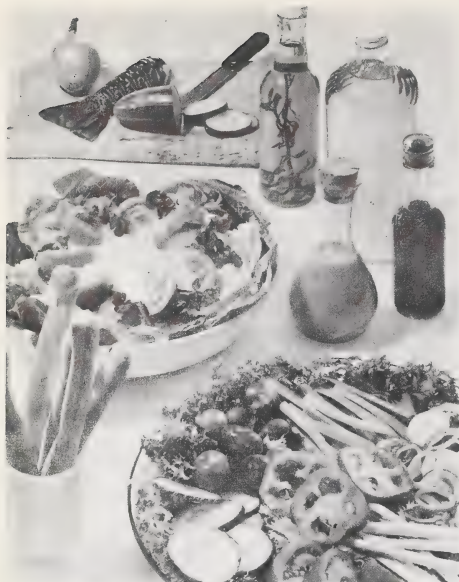
National Cranberry Association

9-3. Broccoli tastes and looks well with pork chops served with cranberry applesauce and either candied sweet potatoes or glazed parsnips.

9-4. When garden-fresh tomatoes are not available, a saucy tomato dressing adds colour to a salad of cottage cheese, sliced green pepper, and eggs.

Mazola Corn Oil





Mazola Corn Oil

9-5. Crisp greens are the base of a salad. Vegetables may be kept separated in the salad bowl for selection to fill individual salad plates at the table.

(Stems add little food value and take longer to cook);

Swiss chard—remove stems and cook separately in small amount of water;

Kale—discard the base and thick mid-ribs.

(2) Wash greens several times in lukewarm water. After each washing, lift the greens from the water to get rid of sand washed from the leaves.

(3) Drain greens in a colander. Place in a saucepan. To each pound of greens, add 1 t. salt, $\frac{1}{8}$ t. pepper but no water, kale excepted. To kale leaves, add a small amount of water.

(4) Place over low heat. Cover and cook (stirring occasionally) until moisture collects in bottom of pan and greens are tender but somewhat crisp. Count time when liquid begins to boil. *Spinach*, 3 to 10 minutes; *beet tops*, 5 to 15 minutes; *Swiss chard leaves*, 10 minutes; stems, 20 minutes; *kale*, 10 to 25 minutes.

(5) Cut the leaves into pieces with knife and fork. Lift into warm serving dish. If moisture remains in pan, boil (uncovered) to evaporate. Then add 2 T. butter or margarine and 1 T. lemon juice or prepared horseradish to cooked greens. Serve hot.

NOTE: *Frozen spinach* may be cooked in the same way.

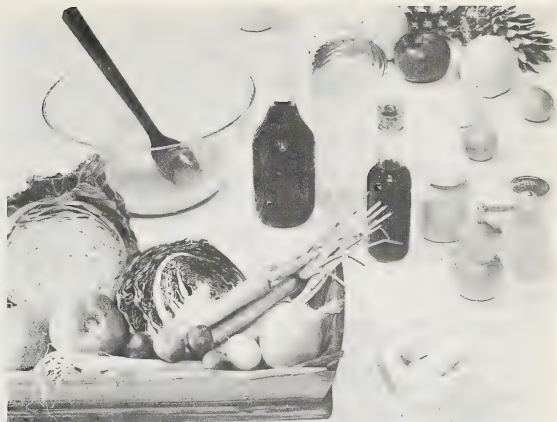
Tomatoes Have many Uses. Raw tomatoes are delicious and are rich in nutrients. They may be juiced, stewed, broiled, baked (plain or stuffed), fried, or scalloped. They may be combined with a variety of foods. Cooking does not affect the vitamin C in tomatoes to a marked degree because the acid in tomatoes helps to prevent the destruction of this vitamin. Notice that both raw and cooked tomatoes are included in the lists of foods which are good sources of vitamins A and C. Because of their colour and flavour, tomatoes are a favourite garnish for meats and salads.

Tomato Pointers. Tomatoes are often served without peeling, thus retaining all nutrients. Peeling makes them more palatable, however. First wash, then peel as follows:

For salads, loosen the skins by running the back of a knife blade over the skin, then cut out stem, and peel.

9-6. A basic French dressing with flavourful variations will be a delicious complement to fresh fruit or vegetable salads.

Mazola Corn Oil



For use in cooking, dip tomatoes in boiling water about 2 minutes, plunge into cold water, then cut out stem, and peel. Because tomatoes are at least nine-tenths water, no water need be added to cook them. They taste better if cooked in their own juice.

To stew tomatoes, first wash, peel, and quarter. Then cook without water in a *covered* saucepan. Cooking onion or celery (leaves or stems) with tomatoes adds a pleasing flavour. Season with salt and pepper.

To bake or broil tomatoes, do not peel. Cut in halves crosswise. Place them with cut side up in a glass pie dish or shallow aluminum pan. Let

them cook in their own juice. *Bake at 350° F. until tender— about 20 to 30 minutes.* If you wish, before baking, cover the cut surface with buttered dried bread crumbs (page 112) or a slice of cheese.

Eat Cabbage Raw. With its wealth of vitamins, cabbage is not a lowly vegetable. Notice that raw cabbage is included in the list of vitamin C vegetables, page 125.

Why is uncooked rather than cooked cabbage recommended? In cooking, cabbage, unlike tomatoes, loses most of its vitamin C. *When cabbage is cooked and the cooking water poured down the sink drain,*

Tomato Juice Cocktail

4 servings

- | | |
|-------------------|--|
| 2 slices onion | 1. <i>Cut or chop</i> onion and celery into bits. Put into a saucepan. |
| 4 stalks celery | |
| 2 c. tomato juice | 2. <i>Add</i> tomato juice, sugar, bay leaf, and salt. Over <i>low</i> heat, <i>boil</i> for 5 minutes. Cool, cover and store in refrigerator several hours or over night. |
| 2 t. sugar | |
| 1 small bay leaf | |
| ½ t. salt | |
| ½ c. lemon juice | 3. Strain. Add lemon juice. Serve. |

$\frac{3}{4}$ of its vitamin C is lost or destroyed. Then too, raw cabbage is crisp and crunchy. Many think it is more flavourful than cooked cabbage.

An Old-time Favourite Salad. The basis of *Cole Slaw* is raw cabbage. This is mixed with a tart salad dressing. If you wish to give a different flavour and contrasting colour, add diced, chopped, or grated carrots, cucumbers, green peppers, red apples (unpared); pineapple, peanuts, or stuffed olives. Because of its crunchiness and flavour, cole slaw tastes well with fish, poultry, and all types of

meat. Some cooks prefer to add colour by using red raw cabbage.

In making cole slaw, *do not soak* cabbage in water since some of its vitamin C and minerals will dissolve in the water.

Chop or shred cabbage finely for cole slaw. To shred thinly, a compact head is best. Cutting up cabbage exposes much of its surface to the air. Since contact with air destroys vitamin C, *shred or chop cabbage just before serving. If it must be cut up ahead of time, cover and place in the refrigerator.*

Cole Slaw

4 servings

- 1 t. salt
- $\frac{1}{8}$ t. paprika
- 3 T. sugar
- 2 T. vinegar
- $\frac{1}{2}$ c. light cream
(sweet or sour)

1. Put seasonings and cream in a bowl large enough to mix with cabbage. Mix.

-
- 3 c. finely shredded cabbage,
firmly packed
 - Paprika, pimientos
or stuffed olives

2. Drain water thoroughly from the cabbage. Add cabbage to dressing. Mix with a fork. Sprinkle generously with paprika. If you wish, garnish with bits of pimiento or olive slices.

FOR A CHANGE: Use 1 c. *shredded cabbage* instead of 3, and 1 c. *cut-up celery* and 1 c. *shredded raw carrots*.

Tossed Salads are Popular. A variety of salad greens and other vegetables mixed with a good tasting tart salad dressing and tossed with a fork makes a *tossed salad*. In making this salad, coat every leaf or piece of vegetable with salad dressing but do not

use the dressing too freely. *Also, the dressing should be added to the salad just before it is served*, otherwise the leaves may wilt. Crispness and freshness are qualities of a good salad. Raw vegetables to be added to the greens should be ripe.

9-7. Choice of a seasoning lends the personal touch to a cook's French Dressing. Adding the dressing just before the tossed salad is to be served keeps the vegetables crisp.

Mazola Corn Oil



Tossed Green Salad

4 servings

About 2 c. leaves such as leaf or Bibb lettuce, endive, watercress, or tender spinach

1. See that these leaves are clean and dry. Tear them into pieces large enough to be easily recognized. The leaves should not be minced. Place in a large bowl. If you wish, first rub the bowl with garlic or onion.

$\frac{1}{2}$ c. celery, stems and leaves
 $\frac{1}{4}$ c. cucumber, carrots or other vegetable
 $\frac{1}{2}$ c. French dressing

2. Cut the celery into pieces, the cucumber into cubes. Shred the carrots, add to greens. Slowly pour in salad dressing, mixing with a fork.

1 medium tomato

3. Wash tomato and peel if you wish. Cut into wedges. Use as garnish.

FOR CONVENIENCE: Substitute different greens and other vegetables. You may prefer to use head lettuce but try leaf or other lettuce green in colour such as romaine and Bibb. Head lettuce is crisper but leaf lettuce, if thin and tender, has more flavour. For garnishing, thin slices of *radishes* and *unpared cucumbers* with fringed edges are attractive. To *fringe the edges*, before slicing the cucumbers, run a sharply pointed fork lengthwise down the vegetable to make parallel grooves.

FOR A CHANGE: Use *Roquefort* French Dressing instead of Plain French dressing, page 139.



Mazola Corn Oil

9-8. There is a selection of vegetables, meats, and fish on this wooden cutting board to garnish a basic potato salad. An attractively arranged salad is a taste-tempting main dish for a summer menu or a picnic outing.

Potato Salad

2 or 3 potatoes

4 servings

- 1 *Scrub* potatoes. Cook within skins in boiling salted water. Peel. Cut and dice enough to make 2 cups, dropping into a mixing bowl.

2 Hard-cooked eggs

2. Hard-cook eggs, see page 168. Chop coarsely.

$\frac{2}{3}$ c. diced celery
 $1\frac{1}{2}$ T. chopped onion
 1 t. salt
 $\frac{1}{8}$ t. pepper
 $\frac{1}{3}$ c. ready-prepared or
 cooked salad dressing

3. Add these and the eggs to the potatoes. Mix carefully but thoroughly. If you wish, add thinly sliced radishes (about $\frac{1}{4}$ c.) and chopped pimientos (2 T.). Chill before serving. Serve on a bed of salad greens.

Salad Dressings. French and mayonnaise are two well known

salad dressings which are uncooked. French dressing is very easy to make.



Sunkist Growers

9-9. Western Sun-Country Salad is colourfully set in a hand carved wooden bowl. Oranges and tuna fish chunks cut bite-size are added to greens. A Blue Cheese Lemon Dressing tossed lightly with the salad adds zest to this main dish salad.

French Dressing (Basic Recipe)

- 1 t. salt
- $\frac{1}{2}$ t. celery salt
- $\frac{1}{2}$ t. paprika
- Dash pepper
- 2 T. sugar
- 1 c. salad oil
- $\frac{1}{4}$ c. lemon juice
- 2 T. vinegar

Makes $1\frac{1}{3}$ cups

1. Put ingredients into a mixing bowl. Beat with a rotary egg beater, or
2. Put all ingredients into a jar with a tight cover. Shake.

Note: Stir or shake just before using.

If you wish, add a few drops of onion juice or before measuring the ingredients, rub the mixing bowl with garlic clove.

FOR A CHANGE: *Roquefort French Dressing.* Mash 3 to 4 T. Roquefort or Blue cheese. Add to $\frac{1}{2}$ c. French dressing. Mix.

Cooked Salad Dressing

- 3 T. flour
- 1½ T. sugar
- 1 t. salt
- 1 t. dry mustard
- Speck cayenne
- ¾ c. milk

Makes 1½ cups

1. Mix dry ingredients in a saucepan. Stir in milk. Over *low* heat, *cook* and *stir* until mixture boils. Then continue *stirring* and *boiling* for 1 minute. Remove from heat. (Cooking in a saucepan over direct heat gives better flavour than cooking over hot water.)
2. Beat eggs in a bowl with rotary beater. Then continue beating and add hot flour mixture and table fat. Also beat in vinegar. *Cool*. Store covered in refrigerator.

Canned Vegetable Cooking. *Use the vegetable water to boil canned vegetables before serving.* These are important rules in canned vegetable cooking, see Figure 9-11.

If low-acid vegetables are canned

9-10. The mayonnaise dish is decorative on a plate of filled rolls. This young hostess has included a fresh vegetable salad in her luncheon menu.

The Borden Company



at home without the use of the pressure cooker, boil them for at least 10 minutes before tasting or serving. Heat spinach and corn for 20 minutes at boiling temperature.

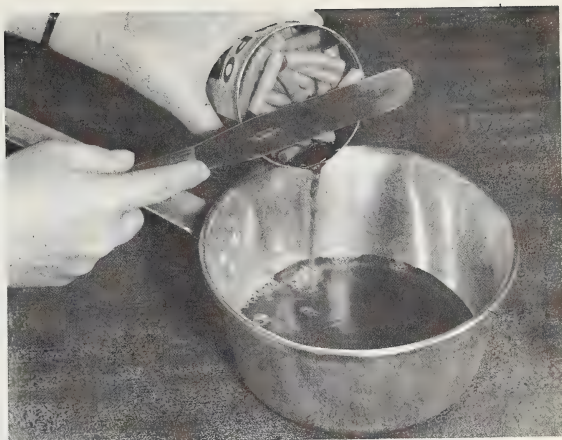
After a canned vegetable such as peas, snap or lima beans, or asparagus is cooked in liquid from the can, there is usually more liquid than is needed for attractive serving. Either drain liquid away and use it in sauce or soup, or evaporate it as suggested in Figure 9-11.

Never taste or use canned vegetables about which you are the least suspicious. If, when opening the can, you discover the vegetable looks or smells spoiled, *discard it without tasting it*. Spoiled canned vegetables may contain dangerous poisons.

Plate Meals. A plate of meat and vegetables or one entirely of vegetables may be a pleasing picture—each food different in colour, flavour, texture, and shape. Of course, the colour and flavour contrasts should be pleasing. The vegetables should be

9-11. In preparing canned vegetables, drain the vegetable juice into a saucepan. Boil the juice down to a half-cup or a third-cup measure. Heat but do not overcook vegetables in the boiled vegetable juice.

National Canners Association



of both the *starchy* and the more *juicy* kinds. Freshly cooked and left-over vegetables may be used, provided the latter are appetizing when reheated and are not overcooked. One or more *uncooked* vegetables often give agreeable contrasts in texture and colour.

A variety of methods of cooking vegetables such as boiling, baking, and pan frying is desirable. Two vegetables cooked in the same way may not be monotonous if one is served with a thickened sauce and the other is merely buttered and seasoned.

Each meal should include an adequate protein-rich food. If none of the vegetables is rich in protein, add meat, eggs, or cheese. Protein foods such as peanut butter or cheese sandwiches and milk may be served with the vegetables to supply protein.

Why are Yellow, Green, and other Vegetables Essential Foods? All vegetables, regardless of colour, supply some vitamins and minerals. Dark

green and deep yellow vegetables furnish vitamin A abundantly and contain other vitamins such as thiamine (B₁), riboflavin (B₂), and C. They also furnish some iron, calcium, and other minerals. The root, tuber, and seed vegetables contain carbohydrates (including roughage) and some protein.

Vegetables are classed as essential foods chiefly because of the vitamins, especially A and C, and minerals that they may supply.

Vitamin A is called the *night watchman*. At night when you go from a lighted to a dark room, your eyes must quickly make an adjustment so that you can see. Normal eyes can make this change readily. Eating foods rich in vitamin A value helps to keep vision normal. In addition, they help keep the *bones* and *teeth* healthy, the *skin* soft and smooth, and the *lining* of the nose and throat and other organs in good condition. Thus foods rich in vitamin A aid the body in resisting infection.

You need *one serving* of potatoes and *two servings* of other vegetables each day. In your choice of vegetables, be sure to include a serving of dark green and deep yellow vegetables *at least every other day*. If your day's meals contain no citrus or

other vitamin C fruit, you will need a serving of a vitamin C vegetable in addition to the two suggested vegetable servings. For your well being, eat at least *five servings of vegetables and fruits* every day.

Meals Including Plate Luncheons

Plan meals containing vegetables. Also plan vegetable plates including *green and yellow vegetables* with either a *protein-rich vegetable* or an *animal-protein food*—meat, eggs, or cheese. If it is necessary to take two days to prepare a meal, plan carefully what you will do each day so the foods may be in perfect condition at serving time. Here are suggestions for meals containing vegetables or vegetable plates.

1. **A Luncheon or Supper:** Creamed Dried Beef in Toast Cups (page 112), Tossed Green Salad (page 137), Bread and butter, a Fruit Cup (page 73), Cocoa (page 100).

2. **A Vegetable Plate with a Cheese Sauce:** Sweet Potatoes Candied or Baked with Apple or Pineapple (page 130), Baked Fresh Tomatoes or Stewed Tomatoes (page 135), Broccoli, fresh or frozen with Cheese Sauce (page 116), Celery Sticks. (If you use stewed tomatoes, put them in custard cups and place a cup on each plate.) By adding gingerbread or cookies made with a mix, and milk, you will have a full meal.

3. **A Special Favourite:** Potato Salad (page 138), with Broiled Frankfurters (page 161), Toasted Rolls (page 80), Canned Peaches, Cocoa (page 100). On a preceding day, either have a demonstration of making Cooked Salad Dressing (page 140) or have each group prepare it.

4. **A Sausage and Vegetable Plate:** Pan-fried Sausage, Stuffed Baked Potato (page 129), Spinach with Easy-Made Hollandaise Sauce (page 132), Corn Delicious (page 132). To complete this meal would you like to add a Fruit Gelatin Dessert (page 80) and Milk?

Note: To serve Stuffed Baked white potatoes on time, the potatoes may have to be placed in the oven before class period. The time of baking potatoes may be shortened by first parboiling for 15 minutes, then baking.

5. **A Luncheon or Supper:** Tomato Juice Cocktail (page 135), Welsh Rabbit (page 116), Cole Slaw (page 136), Bread and Butter, and Apple Crisp (page 74).

FOR YOU TO DO

1. From seed catalogues or home-making magazines, clip pictures of vegetables including those not so well known. Mount on plain paper and label each picture. Bring to class for bulletin board and discussion.

2. If possible, *select* or *buy* vegetables you will use either at school or at home. See pages 126, 127. In using vegetables, notice points which indicate their quality. Your teacher may plan to take the class to market to learn more about buying vegetables.

3. A week's supply of staple foods and those which will not spoil within a week if stored in the refrigerator, can be bought at one time. Make a list of these foods generally used in *your home*. Make a list of those that need to be purchased more often than once a week.

4. Discuss ways of using cooking water from cooked fresh vegetables and the liquid around canned vegetables such as snap beans.

5. There are at least two reasons why water should not be added to most greens in cooking them. What are they? Can you think of more than two reasons?

6. Plan a vegetable plate meal with foods to accompany it that you think

your family would enjoy. Remember to include essential foods.

7. In the following plate luncheon, think of one or more ways to improve it. Use the three vegetables in your plan. The method of cooking them may be changed, and other foods may be added to the plate.

Mashed white potatoes
Creamed celery
Cauliflower flowerets

8. List five different ways of preparing sweet potatoes. Consult cook books if you wish. After each potato dish, write the name of one cooked and one uncooked vegetable that will look and taste well with the potato.

9. Following one of the luncheon patterns (page 104), plan a luncheon or supper menu in which foods rich in vitamins A and C are included.

10. In cook books, look up other recipes containing vegetables. With your *mother's permission* prepare vegetables at home. Include potatoes cooked in a way new to your family. Exchange favourite vegetable recipes with class members.

11. For a Sunday night supper or a lunch at home, make Potato Salad.

OTHER BOOKS AND BOOKLETS TO READ

American Fruit Growers, *Blue Goose Buying Guide for Fresh Fruits and Vegetables*, Los Angeles 14.

Canada Department of Agriculture, Publications: 1058, *Potatoes*; *Calendar of Canadian Fresh Vegetables for Salads*, Queen's Printer, Ottawa, Ontario.

HARRIS, *Vegetable Cookery*, Refer to index for various vegetables, A. A. Wynn, Inc., New York.

HOVEY and REYNOLDS, *The Practical Book of Food Shopping*, Chapter 8, Longmans Green.

TODEROFF, *Food Buyer's Information Book*, Chapter 3, The Grocery Trade Publishing House, Chicago.

Western Growers Association, *Bulletins*, 3091 Wiltshire Blvd., Los Angeles 5.

Chapter 10



U.S.D.A. Photograph

Dinners; Meats, Other Main Dishes

Checking Meals. On Monday morning Miss Mason asked her home-making class to write what they had eaten for breakfast and lunch on Saturday. Louise listed the following:

BREAKFAST

Pineapple Juice
Oatmeal with Milk
Scrambled Egg
Whole-wheat muffins,
Butter
Cocoa

LUNCH

Cream of Vegetable Soup
Cottage Cheese Salad with Leaf
Lettuce
Buttered Toasted Rolls
Gingerbread with Lemon Sauce
Milk

Miss Mason also asked each girl to refer to page 57 to find which essential foods were missing or eaten in too small a quantity for breakfast and lunch to supply food needs for that day. Then each one was to write a dinner menu that would round out the essential food groups.

Louise decided that her dinner should contain the following: *Potatoes, meat or fish, more yellow or green vegetables, enriched bread, milk, and citrus fruit or other vitamin C foods.* For her dinner menu Louise wrote:

Swiss Steak
Mashed potatoes Glazed carrots
Cabbage and Celery Salad
Enriched Bread and Butter
Grapefruit and Orange Fruit Cup
Milk

Why did Louise choose raw cabbage rather than cooked? Why fresh citrus fruit cup instead of apple pie? Which foods supplied milk or milk products besides plain milk used as a beverage? Which foods supplied roughage?

Dinner Patterns. The chart of dinner plans should help you in menu making. The special occasion dinner includes an appetizer; the family dinner does not.

Notice that dinner patterns are quite similar to those for luncheon or supper. Dinner usually has a more hearty main course making the following changes desirable. For dinner serve: (a) a clear soup instead of a cream soup, (b) a light, tangy salad instead of a filling salad, (c) a light dessert instead of a rich, heavy dessert.

Planning Menus. To make sure that you are using foods that help you to look and feel your best, you

need to *think of all the foods you eat during the entire day.* For economy of time both in shopping for and preparing foods, it is advisable to plan menus for a week at a time. If there are leftovers you had not counted on, or if the market can not supply one of the foods you have planned on serving, it is easy enough to make slight menu changes. Planning a week's menu is efficient provided you use up the leftovers in the refrigerator.

Do Your Menus Have Eye and Taste Appeal? You need to check your menus not only for foods you need but for their flavour and appearance. See pages 85-86.

Is there: (1) A variety of flavours? (2) No food repeated in the same meal? (3) Both moist and drier foods, crunchy and soft? (4) Both hot and cold foods, at least one hot? (5) A variety of harmonious colours and pleasing shapes?

SUGGESTED DINNER PATTERNS

(Essential Food Groups Indicated)

I

Family Dinner

Meat or fish (*Meat-fish group*)
Vegetables (*Vegetable group*)
Bread and Butter (*Bread-cereals group*)
Salad or dessert (*Various groups*)
Beverage (*Milk group, if milk or cocoa*)

II

Special Occasion Dinner

Clear Soup, fruit cocktail, or juice (*Vegetable group or Fruit group*)
Meat or Fish (*Meat-fish group*)
Vegetables (*Vegetable group*)
Bread and Butter (*Bread-cereals group*)
Salad or dessert or both (*Various groups*)
Beverage (*Milk group, if milk*)



National Live Stock and Meat Board

10-1. Beef steak is an appetizing dinner foundation. This economical round beef steak has been braised to make it more tender and flavourful.

Meat, the Foundation of a Dinner.

In planning a dinner menu, we most often first choose the meat. Then we select suitable foods to complement it whether they be eaten before, along with, or after the meat.

Since meat or fish or poultry is commonly served for dinner, let us learn more about these and other protein foods which are included in one of the essential food groups, as we learn to plan, cook, and serve dinners.

Meat Sense Save Cents. Eleanor Gray learned to buy meat the hard way. At the meat counter she pointed to a slice of porterhouse steak and said to the clerk: "I want two pounds of that steak."

The Gray family was large; their income, limited. Eleanor would have shown much more meat sense and saved money if she had selected two pounds of a cheaper steak such as round or chuck. These steaks not only cost less per pound but they have a greater percentage of lean. A porterhouse or T-bone steak has a large bone and much fat. Choice porterhouse steak is delicious and can be cooked more quickly than round or chuck steak. *If properly cooked, the cheaper cuts are well-flavoured and as nourishing as the higher priced steak.* Of course, meat bones can be used in soup making, but it is not thrifty to pay a high price per pound for bone.

PERCENTAGE OF LEAN IN MEAT CUTS

Cut	Percent- age of Lean	Cut	Percent- age of Lean
Flank steak	87	Porterhouse	60
Round (top and bottom cuts)	81	Plate	58
Sirloin steak	70	Rump, with bone	53
Chuck roast	70	Fore shank	47
Rib roast	64	Hind shank	31

Selecting Meats. We get our meats from animals such as cattle, pigs, and lambs. The edible part of these animals is separated into pieces or *cuts* of suitable size for family use. Some cuts are tender; others are less tender. It is important to know which cuts are tender and which are less tender. Methods of cooking the more costly tender cuts differ from those used for less tender cuts.

There is another reason why meats differ in tenderness. A round steak from one animal may be more tender than the same cut from another because the meat of one animal is of better *quality* than that of the other animal. A good quality beef (meat from grown cattle) is bright red in colour with flecks of fat in the lean and bordered with cream coloured fat.

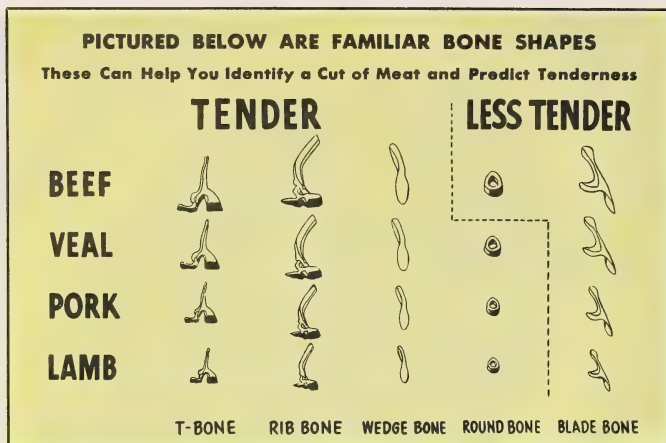
Take Good Care of Meat. Meat, especially before cooking, spoils readily if left in a warm room. When it comes from market, at once remove the outer wrapping paper. A tight paper covering prevents the meat

from becoming as cold as it should be in the refrigerator. Spread the meat out flat and wrap it loosely, using the inner wrapping paper, if there is one. Place the meat in the meat compartment or on the coldest shelf of the refrigerator. Place the meat in the freezing compartment only if it is to be left uncooked for some time.

Cooked and cured meat should be stored in the refrigerator. Keep ready-packaged cured meats such as bacon and ham in the original package while in the refrigerator. Quick-frozen meat should be stored in the freezing section of the refrigerator.

If there is bone dust on the meat due to electric-saw cutting, scrape the surface lightly with the dull edge of a kitchen knife. Washing meat is not recommended. It may be wiped with a dampened cloth or paper towel.

Let's Examine a Piece of Meat. As we glance at a piece of meat we see *bone, fat, and lean*. The lean portion consists of several parts. Through this portion is a binding material called



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connective tissue. This is the less tender part of the meat which needs to be tenderized in cooking.

The fat bordering or streaking a piece of meat is not the only fat in it. Embedded in the connective tissue are fat cells which we cannot readily see with the naked eye. Meat contains both *visible* and *invisible* fat.

Making Less Tender Steaks or Chunks of Meat Tender. To tenderize less tender meat, cook it in *moist heat* or *steam*. Of the less tender meat cuts, only ground meat can be successfully cooked in dry heat.

To cook less tender steaks, brown the meat in a small amount of fat. Then cook at a low temperature either on a surface burner of the stove or in the oven. Cook meat in its juices or in a *small amount* of water, milk, or in the cooking water of vegetables. *Cover* the pan so the steam from the liquid will cook the meat. This method is called *braising*, see Timetable for Braising, page 472.

Chunky pieces of less tender meat, called *pot roasts*, are cooked in the same way. A deeper utensil or kettle may be needed if the cover is flat.

Humble Hamburgers May Be Cooked Like Sumptuous Steaks. Any cut of meat can be cut into fine bits by running it through a food chopper. The ready-ground beef sold as hamburger is usually prepared from the less tender cuts of beef. Some fat is ground with the lean.

Hamburger is commonly cooked by *pan-broiling*, *broiling*, or *baking* — methods applied to tender cuts. These methods can be followed in cooking hamburger because chopping the meat breaks into bits the connective tissue and other parts of meat. If the hamburger contains fresh pork, it must be cooked until well done.

Although hamburger varies in price according to the quality of meat used in making it, it usually costs less per pound than beef steaks. Also, it is all edible; there is no bone.

Hamburger Steak

4 servings

- 1 lb. hamburger
- $\frac{1}{2}$ c. cream or evaporated milk, undiluted
- $\frac{1}{2}$ t. mono-sodium glutamate (This brings out natural flavour of meat. It is sold under various trade names)

Tip: If ground lean steak is used, grease pan or broiler rack.

1. Mix meat with cream or milk. Shape into 1 large cake about $\frac{1}{2}$ inch thick. Sprinkle mono-sodium glutamate over it. Let this stand a few minutes. Then put meat into frying pan or on the rack of a broiler. Pan-fry or broil until browned on one side. Turn and brown on the other side. Place on a hot platter.

- 1 t. salt
- 2 t. dry mustard
- Dash pepper
- 2 T. butter or margarine
- 1 T. lemon juice

2. While meat is cooking, prepare a sauce. In a small saucepan, mix these ingredients. Stir and apply low heat until table fat melts. Remove from heat.

- $\frac{1}{4}$ c. light cream or evaporated milk, diluted
- Parsley sprigs for garnishing

3. Stir in the cream or evaporated milk. Heat slightly; do not boil. At once pour over hot meat, garnish, and serve.
-

Meat Loaf

6 slices

350° F. oven

40 minutes

- 1 egg
- $\frac{3}{4}$ c. water, vegetable water or tomato

1. Heat the oven. In a mixing bowl beat egg. Add the liquid. Mix.

- 1 lb. ground beef or hamburger
- 1 c. day-old bread crumbs
- $1\frac{1}{4}$ t. salt
- $\frac{1}{8}$ t. pepper

2. Add these to the egg mixture. Mix well. Grease a loaf pan 8 by 4 inches. Put beef mixture into pan. Also, $\frac{1}{2}$ t. mono-sodium glutamate may be added. If you wish, put 2 slices of bacon on top of the loaf. Serve hot or cold.
-

FOR A CHANGE: Any of the following additions or substitutions may be made: (1) Add $\frac{1}{4}$ lb. ground fresh pork. Bake 1 hour. (2) For bread crumbs, substitute cooked rice. (3) Substitute milk for water. (4) Add a small chopped onion to meat mixture. (5) Instead of bacon, spread 2 T. ketchup over top.



10-2. Meat balls prepared by step two of the following recipe may form part of a spaghetti and meat ball main dish. Condensed tomato soup is used for the sauce. Substitute 1 egg and omit rice if using this recipe with spaghetti.

National Live Stock and Meat Board

Meat Balls with Tomato Sauce

6 to 8 servings	350° F. oven	1¼ hours
3 c. water	1. Heat oven. Add salt to water and heat. Wash rice. When water is boiling add rice. Cook for 10 minutes. Drain.	
½ t. salt		
½ c. rice		
1 small onion	2. Chop onion. In a bowl mix onion, rice, beef and seasonings. Shape into balls about the size of a walnut. Drop balls into a casserole (1½ qts.).	
1 lb. ground beef		
½ t. salt		
⅛ t. pepper		
¼ t. poultry seasoning		
1 can condensed tomato soup (10 oz.)	3. Pour soup (not diluted) over meat balls. Bake. Serve hot.	

Low Temperature for Meat Cooking. Turkey, a top quality roast, or a hamburger loaf—all meat is best cooked at *low temperature*. The average *oven* temperature for meat is 300-325° F. Low temperature makes meat more tender and juicy and causes less shrinkage. It is unnecessary first to brown or sear the surface of oven roasts. If properly roasted meat does not have a brown surface, it can be browned in broiling oven

just before serving. This browning does not toughen the meat.

When meat is cooked on the surface burner or unit, it is often browned in a small amount of fat to develop flavour. This requires high temperature. After the browning, the meat is cooked at a low temperature—lower than that of boiling water. *Low temperature is advised for cooking both tender and less-tender cuts.*



National Live Stock and Meat Board

Swiss Steak

4 - 6 servings

1½ lb. round steak
1 inch thick
¾ t. mono-sodium
glutamate
½ c. flour

1. Wipe the steak. Slash fat edges to prevent curling. Place on a meat board. Sprinkle meat with mono-sodium glutamate, then with flour. With a meat hammer or edge of a sturdy saucer pound flour into the meat.

2 T. fat
1 small onion, sliced

2. Put fat in skillet. Cook onion in fat, then remove it. Brown both sides of meat in fat.

1½ t. salt
¼ t. dry mustard,
if you wish
⅛ t. pepper
1 stalk celery, sliced
⅔ c. water

3. Add these to the meat. Pour water slowly and cautiously into the hot fat. Cover. Cook on the top of stove at simmering temperature or bake in the oven at 300° F. 1½ hours or until tender.

TIPS: If there is much fat on the meat, trim some of it away. Cut it into small pieces, heat it to separate fat from binding tissue and brown the meat in it. If you wish, use ⅓ c. water and ⅓ c. of tomatoes instead of water only.



BEEF WHOLESALE AND RETAIL CUTS

RETAIL CUTS



Ground Beef
Pan-broil, Pan-fry,
Roast (Bake), Broil,
Braise



Heel of Round
Braise or
Cook in Liquid



Sirloin Tip Roast
Roast



Sirloin Tip Steak
Broil, Pan-broil, Pan-fry



Ground Beef
Pan-broil, Pan-fry, Roast (Bake), Broil,
Braise



Flank Steak
Braise



**Flank Steak
Fillets**



**Plate
"Boiling" Beef**
Braise or Cook in Liquid



**Rolled
Plate**



**Short
Ribs**



**Standing
Rib Roast**
Roast



**Rolled
Rib Roast**



**Rib
Steak**
Broil, Pan-broil,
Pan-fry



Brisket
Braise, Cook in Liquid



Corned Beef
Cook in Liquid

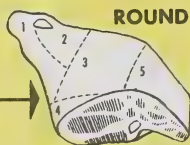


**Shank
Knuckle**
Cook in Liquid (Soup), Braise



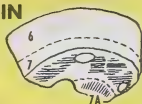
**Cross Cut
Fore Shank**

WHOLESALE CUTS (Primal Cuts)



ROUND

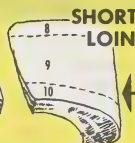
SIRLOIN



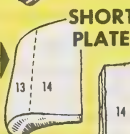
(7A Continues under 6, 8, and 9)



FLANK



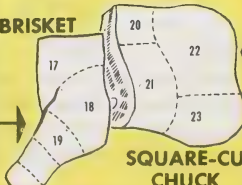
**SHORT
LOIN**



**SHORT
PLATE**

RIB

BRISKET



**SQUARE-CUT
CHUCK**

SHANK

RETAIL CUTS



**Round
Steak**
Braise



Top Round
Braise



Bottom Round
Braise



Rolled Rump
Braise or Roast



Standing Rump



Sirloin Steak



Pin Bone



Tenderloin

Sirloin Steak
Broil, Pan-broil, Pan-fry



**Porterhouse
Steak**



**T-Bone
Steak**



**Club
Steak**
Broil, Pan-broil, Pan-fry



Arm Pot Roast



Arm Steak
Braise



**Boneless Chuck
Pot Roast**



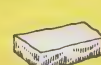
**Boston Cut -
English Cut**
Braise



Blade Steak



Blade Pot Roast
Braise



Boneless Neck
Braise or Cook in Liquid



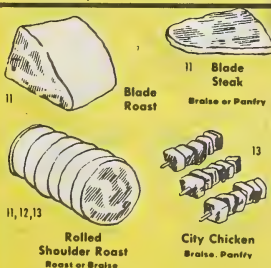
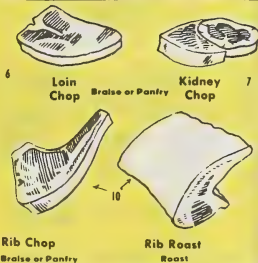
Boneless Stew

Meat packers sell most of their beef in the form of quarters—fore-quarters and hindquarters. To meet the specific needs of retailers, hotels, and others, beef is also sold as Wholesale Cuts.

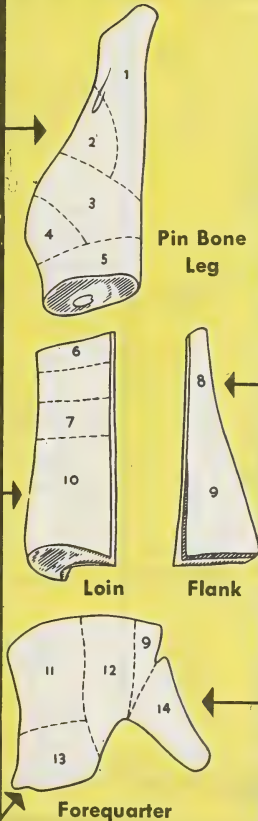


VEAL WHOLESALE AND RETAIL CUTS

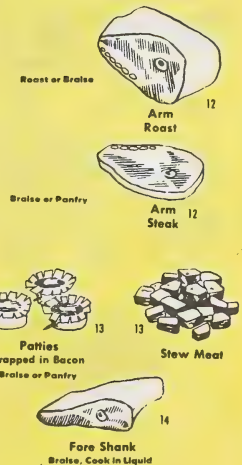
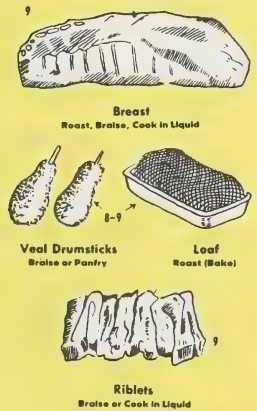
RETAIL CUTS



WHOLESALE CUTS



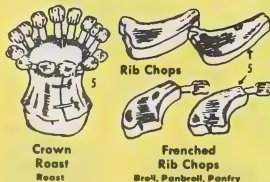
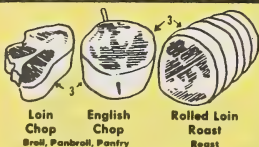
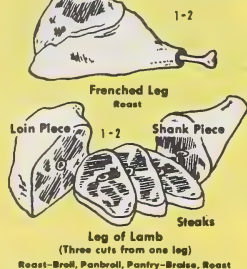
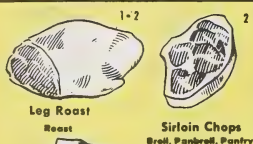
RETAIL CUTS



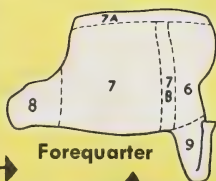
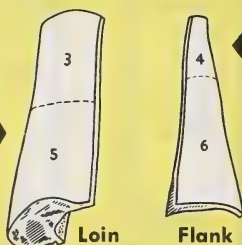


LAMB WHOLESALE AND RETAIL CUTS

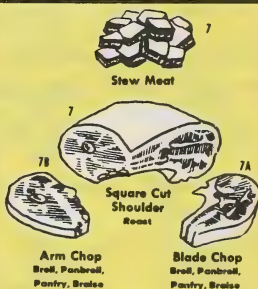
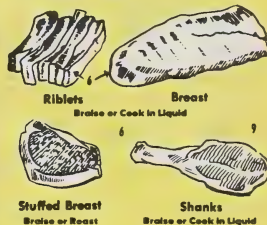
RETAIL CUTS



WHOLESALE CUTS

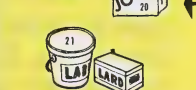


RETAIL CUTS





RETAIL CUTS



From "Cuts of Meat", Swift Canadian Co., Limited

NUTRIENT VALUE OF SOME COMMON MEATS

I. U. = international units Gm. = gram Mg. = milligram			Calories	Protein Gm.	Fat Gm.	Carbo- hydrate Gm.	Calcium Gm.	Iron Mg.	Vitamin A I. U.	Thiamine Mg.	Riboflavin Mg.	Niacin Mg.	Vitamin C Mg.
MEAT	Portion	Weight											
Beef, hamburger	Edible Portion	4 oz.	364	18.2	32.	0	.025	2.6	0	.08	.16	4.3	0
Beef, round	Edible Portion	4 oz.	207	22.1	12	0	.012	3.3	0	.09	.19	5.3	0
Beef, corned, canned	Edible Portion	4 oz.	122	14.4	7.	0	.011	2.4	0	.01	.14	1.9	0
Chicken, roaster	Edible Portion	4 oz.	227	22.9	14.3	0	.016	1.7	0	.09	.18	9.0	0
Lamb, chop	As Purchased	6 oz.	460	19.3	41.9	0	.012	2.8	0	.17	.24	5.6	0
Lamb, leg	Edible Portion	4 oz.	266	20.4	19.8	0	.011	3.0	0	.18	.25	5.9	0
Pork, bacon, back	Edible Portion	3½ oz.	231	24.0	13.0	0	.011	1.5	0	.17	.11	4.0	0
Pork, bacon, side	Edible Portion	5 oz.	378	5.5	39.0	0	.008	5	0	.23	.07	20	0
Pork, chop	As Purchased	5½ oz.	380	21.3	32.	0	.013	3.2	0	.85	.18	2.9	0
Pork, ham, cured, boiled	Edible Portion	2 oz.	171	12.9	13.	0	.005	1.5	0	.57	.15	2.9	0
Pork, shoulder	Edible Portion	4 oz.	378	16.8	34.	0	.023	2.5	0	.80	.34	4.6	0
Pork, spareribs	As Purchased	½ lb.	472	3.8	43.	0	.013	3.0	0	.24	.04	24	0
Veal, leg, round	Edible Portion	4 oz.	187	22.1	10.	0	.012	3.3	0	.16	.30	7.4	0
Veal, stew meat	Edible Portion	2 oz.	131	10.4	10.	0	.006	1.5	0	.07	.14	3.5	0

Dept. of National Health and Welfare, Ottawa



National Cranberry Association

10-3. Turkey is traditional at Thanksgiving dinner. Family members and guests will delight in the sight of a stuffed roast turkey brought whole to the table. With a few directions and some practice, anyone can learn how to properly carve a turkey.

Tips for Roasting. 1. *Roast* only *tender* cuts of meat. *Braise* the *less tender* chunky pieces of meat.

2. Place a roast fatty side up on a pan having a rack. Do not flour the meat and *do not cover the pan*.

3. If possible, use a meat thermometer. This will give the temperature inside the meat. If you have no meat thermometer, allow a certain number of cooking minutes per pound, according to the Timetable for Roasting, page 473.

4. Roast meat at a *low temperature*: 300-325° F. for chunky pieces, 350° F. for ground meat loaves. See

Timetable for the correct temperature.

After roasting, put the meat in a warm place for about 15 minutes before serving. During this time the meat becomes more firm and is easier to carve. At this time, make gravy.

Good Gravy. *Golden brown* if made from beef drippings, *satinsmooth*, just the *right thickness*, and *tasty*, made so by meat drippings and careful seasoning — such is good gravy. Your mother or grandmother may measure gravy makings by her eye, but, if you are doing it for the first time, measure each ingredient.

Gravy

(Makes 2 cups)

Pour the drippings from a roast into a bowl. Let stand a few minutes for the fat to rise. Use 4 T. of this fat in making gravy as it will add flavour and some colour. Add 1 c. water or potato water to the roasting pan and heat.

4 T. fat from drippings
4 T. flour

1. Put fat and flour into a frying pan. Stir and heat until flour is slightly browned.

Liquid from roasting pan
1 c. water or milk
1 t. salt
1/8 t. pepper

2. Gradually add liquid from roasting pan, *stirring* and *heating* as in making White Sauce. Add additional liquid and seasoning. Continue stirring and cooking for about 5 minutes for good flavour. Taste. If needed, add more seasoning. Serve hot.

PLAYSAFE

When meat is first browned in hot fat and then cooking finished in water, the water must be added *cautiously* to the hot fat to avoid spattering the fat. Hot fat is much *hotter* than boiling water.

If, in broiling meat, it catches fire, at once turn off the gas flame or electric current. Then cover the broiler pan with a tight-fitting lid to smother the blaze.

Before removing a meat loaf or roast from the oven, turn off the oven flame or electric current.

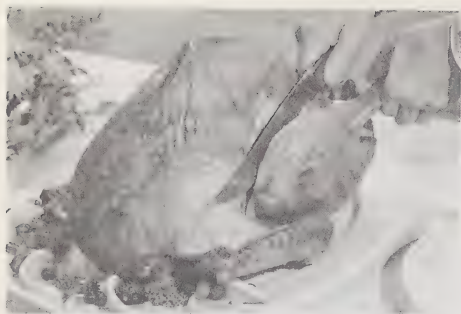
Herbs for that Different Flavour.

Try herbs to give meats such as Swiss Steak and vegetables a "lift." For the first trial add them sparingly; start with a pinch. When you have found a flavour you like, here are suggestions for the amount to use in recipes of 4 servings. Add herbs to most foods just before serving; allow a longer time for soups and stews—about 45 minutes. 1/4 t. *dry powder*, 1/2 t. *dry crushed leaves*, 1 T. *chopped fresh leaves* are good proportions.

Thyme, *sage*, *bay leaf*, and *parsley* are among the best liked herbs. For beef and poultry, equal parts of *marjoram*, *savory*, and *thyme* are pleasing. This combination is especially good for bread stuffing used in poultry and meats. *Sage* is popular for bread stuffing. *Mint* gives peas, pea soup, or peas with carrots a pleasant flavour. *Basil*, *rosemary*, and *tarragon* are used for meats and vegetables.

Veal, Meat from Young Cattle.

Top quality *rare* beef is delicious. Not so with veal, meat from a young beef animal. Because veal is young-animal meat, it is lacking in fat and has a large proportion of connecting tissue which needs *thorough* cooking. Like tender cuts of beef, veal from loin and leg may be *roasted* in an *uncovered* pan without water in the pan. However, roasts from less tender cuts—shoulder or rump—may be *braised* in a covered pan like a pot roast of beef. Veal should *not* be *broiled*. See Braising Timetable, page 472.

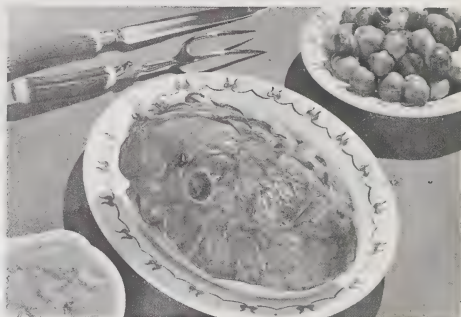


10-4. The first step in carving a turkey is to separate the leg from the body. With a sharp carving knife, slash through the skin to the joint. Bend turkey leg away while cutting. Slice dark meat from leg. Holding the wing with a fork, make a long cut above wing joint into body frame. Separate wing as leg was disjointed. Slice breast meat downward with straight even strokes.

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10-5. To carve a roast which has a bone such as this veal roast, place the meat on a platter as shown opposite. Hold the roast securely with a carving fork; cut slices toward the bone.

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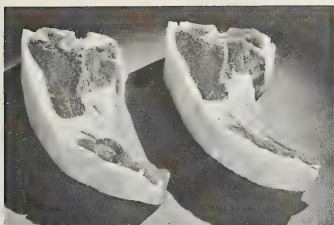
10-6. A blade pot roast may be carved by cutting a good size wedge of meat away from the bone. Cut the loosened portion across the grain into slices. Serve two or more slices to each person.

National Live Stock and Meat Board

10-7. Steaks should be carved so that each eater receives a tender portion. In carving a T-bone beef steak, hold the steak secure with a fork. With a carving knife, cut around the bone. Remove bone to the edge of the platter. Cut wedge shape portions by slicing straight across the steak.

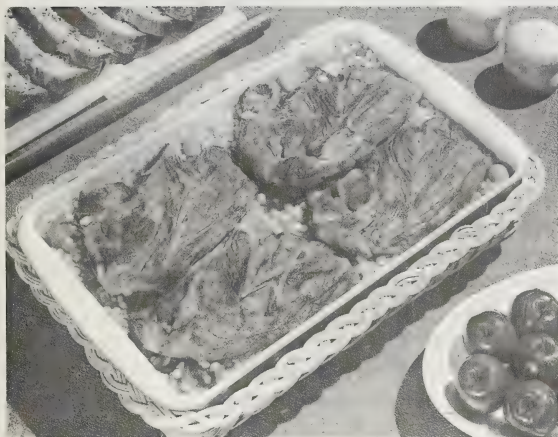
National Live Stock and Meat Board



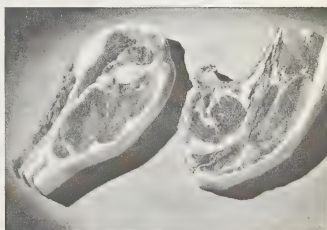


National Live Stock and
Meat Board photos

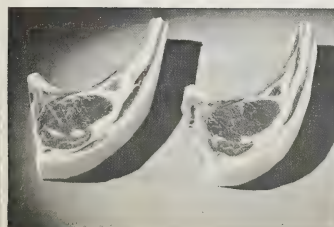
10-8. Tender rib lamb chops may be broiled, pan-broiled, or pan-fried.



10-9. Braising is a good way to prepare less tender shoulder lamb chops.



10-10. There is the same choice of methods to cook tender loin lamb chops as for rib chops.





National Live Stock and Meat Board

10-11. Rib pork chops may be braised or pan-fried. A different flavour treat from the popular applesauce accompaniment is cooked dried apricots atop the pan-broiled chops. Tossed green salad and hot biscuits complete this main part of a quick luncheon.

Lamb, Meat from Another Young Animal. Lamb is meat from small and young sheep. It can be *broiled*. Also, tender cuts of lamb make delicious roasts. *Braising* or *stewing* are advised for less tender cuts such as neck slices or lamb shank.

Pork, a Flavorous Meat. Each kind of meat has its own flavouring materials. Pork has not only flavouring materials but much visible and invisible fat. Some cuts of pork are about one-third fat uncooked. This helps to give pork a flavour that most persons like.

A very important point to remember about the cooking of pork is that it should be *well done*, *never rare*. Why? Harmful organisms, which may exist in uncooked pork, are destroyed by thoroughly heating. Therefore, *do not broil fresh pork*. Other methods followed in cooking beef may be used in cooking pork except that no fat is used in browning it. The meat contains enough fat. Since ham and bacon are cured pork, no salt is added in cooking these.

A mixture of chopped veal or fresh pork and ham makes a delicious meat dish.

Ham Timbales

6 servings

1 egg

350° F. oven

50-60 minutes

1. Heat oven. In a mixing bowl beat egg.

$\frac{1}{2}$ lb. veal or fresh pork,
ground

$\frac{1}{2}$ lb. ham, ground

$\frac{2}{3}$ c. milk

$\frac{1}{2}$ c. day-old bread
crumbs

1 t. dry mustard

2. Add these ingredients to egg. Mix well. Put mixture into ungreased custard cup or timbale moulds. Place cups in a shallow pan. Bake uncovered. After removing from oven, let stand a few minutes, then turn out onto a hot platter. Serve hot.

A TIME-SAVING WAY: For the veal or fresh pork and ham, substitute 1 can luncheon meat. Break it into bits with a fork. Then follow the recipe above. Bake for 30 minutes. *Warning: Do not use this time saver for fresh pork.*

To GARNISH: A few minutes before removing from the oven, put pineapple chunks on top of the meat. Finish baking. Arrange the pineapple on the platter around the timbales.

ANOTHER GARNISH: Make a thick syrup—1 c. sugar, $\frac{1}{2}$ c. water. Wash 1 c. cranberries. Drop these into syrup. Boil 1 minute. Lift from syrup with a perforated spoon. Arrange the berries in clusters with sprigs of parsley on top of or at base of ham timbales.

Bacon

Place a single layer of sliced bacon in a cold frying pan. Cook on top of the stove over low heat. Drain fat into a cup as it fries out. *Another way:* Place slices on a wire rack with a pan underneath and bake them in the oven 400° F. about 10 minutes or until crisp.

Broiled Frankfurters

Since frankfurters consist of ground meat and are pre-cooked, they can be heated by broiling. A good quality of frankfurters consists of beef, pork, veal, and no cereal.

To broil frankfurters, rub each with table fat. Place in broiler with rack about 3 inches from heat. To brown evenly, turn. Serve hot.

Liver and Food Prejudices. "Uh, liver! None for me," said Sue. "Have you ever tasted liver?" asked Gloria who was directly behind her in the school cafeteria. "No," replied Sue, "but I know I would not like it."

Isn't that a perfect example of food

prejudice? Not really knowing how a food does taste or tasting for the first time the food poorly cooked are common causes of food prejudices. Keep an open mind about foods. You may thus gain worthwhile and pleasant experiences.



National Live Stock and Meat Board

Breaded Liver

1 egg
1 T. water

Seasoned dried
bread crumbs
1 lb. beef liver

4 slices bacon

4 servings

1. *Break egg onto a plate. Add water. Beat just long enough to mix egg and water.*
2. *Spread crumbs on another plate. Dip both sides of liver into crumbs, then into egg mixture, and again into crumbs.*
3. *Cook bacon in frying pan until crisp. Remove from pan and place on a warm platter. In the fat remaining in the pan, fry liver slices on both sides over *medium heat*. About 5 minutes of browning on each side will be enough. Overcooking makes liver tough and dry. Serve hot with bacon.*

Liver is an unusually nourishing food. It contains *iron*, *B vitamins*, and *vitamin A*. Food scientists say: "Eat liver at least once a week." Veal or calf's liver is the most tender,

most delicate in flavour, and highest in price. The less tender lamb and beef livers taste somewhat like calf's liver. They are milder in flavour than pork liver.

10-12. Thick succulent pieces of stewed chicken are garnished with parsley and served in flavourful gravy made from the broth and fat. Friscuits, fried biscuits, are a novel accompaniment for stewed chicken.

Poultry and Egg National Board



For Variety, Use Poultry and Fish.

Both poultry and fish contain about the same amount of high quality protein as meat. These foods also supply *minerals* and *B vitamins*, especially *niacin*. Used in place of meat, poultry and fish make pleasant changes in menu-making. Most kinds of fish cost less than meat or poultry.

Chicken, a Family or Company

Favourite. A young bird usually is tender. However, a very young chicken may not be as flavourful as an older bird. For stewing, the latter is selected.

Stewed chicken has many uses among which is the ever-popular *Creamed Chicken* or *Chicken à la King*.

Stewed Chicken

-
- | | |
|---|--|
| <ul style="list-style-type: none">1 chicken about a year old, 3 or 4 lbs., cut into pieces4 c. boiling water1 T. salt2 peppercorns1 stalk celery, cut up1 carrot, cut up | <ul style="list-style-type: none">1. Wash the chicken. Put water in a 3-quart saucepan. Add seasoning and, if you wish, vegetables. Put chicken into the boiling water. Giblets may be cooked with the chicken. Cook at <i>simmering</i> temperature for 2 hours or until tender. Test the second joint for tenderness. The liver needs only about a half hour of cooking. |
|---|--|
-
- 2. Remove the chicken pieces from the broth. When both the chicken pieces and the broth are somewhat cool, place in the refrigerator. The more quickly these are cooled the better. Before using, skim off the fat. If you wish, use the fat in making *Chicken à la King*.



Poultry and Egg National Board

Chicken a la King

6 servings

2 c. diced stewed
chicken

1. Cut the chicken into pieces large enough to recognize.

$\frac{1}{4}$ c. chicken fat, or
butter or margarine
1 T. chopped
green pepper
 $\frac{1}{4}$ c. flour

2. Heat the fat in a frying pan. Add green pepper and flour. Stir and cook until the mixture is light brown.

1 c. chicken broth
1 c. milk
 $\frac{1}{2}$ t. salt
 $\frac{1}{8}$ t. pepper
 $\frac{1}{4}$ t. curry powder

3. Then gradually add these ingredients cooking and stirring as directed in making White Sauce (page 109). Also, add the seasoning and chicken.

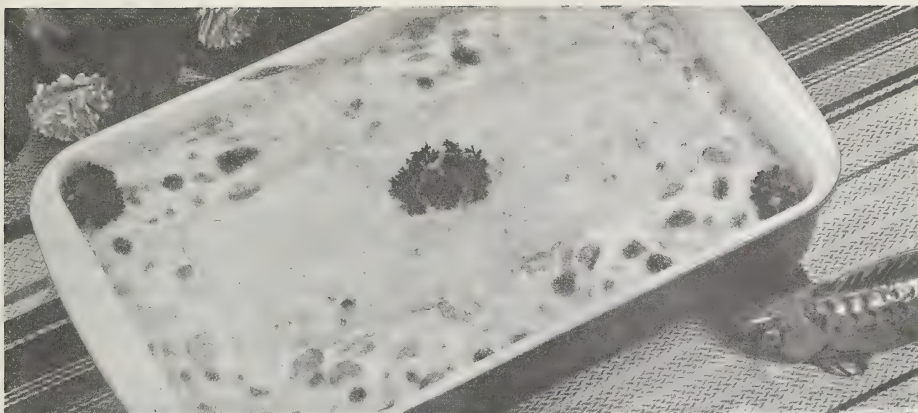
1 T. pimento,
cut into bits
2 T. snipped parsley

4. Add these to the chicken mixture. Continue cooking until the chicken is heated.

1 egg or 2 egg yolks
beaten
Plain toast or
Toast cups or
Cream puff shells

5. Stir a little of the hot chicken mixture into the egg. Then add this to remainder of the chicken. Stir and cook until the egg is thickened—about 2 or 3 minutes. At once pour over toast or fill toast cups or cream puff shells (page 176).

SHORT CUT: Put $\frac{1}{2}$ can *cream of chicken soup*, $\frac{1}{4}$ c. *milk*, and $\frac{1}{4}$ t. *salt* into a saucepan. Stir and heat until well blended. Add 1 can (7 oz.) *boned chicken*, 1 cut-up *hard-cooked egg* and, if you wish, a dash or two of *curry powder*. Mix. Heat and cook at boiling temperature at least 5 minutes, stirring occasionally. In serving, sprinkle *paprika* over surface. Makes 4 servings.



Gorton Pew Company

Baked Fish Steak

4 servings

1 lb. fish steaks

375° F. oven

30 minutes

1. *Heat oven. Wash fish. If large steaks are used, cut into pieces for serving.*

$\frac{1}{4}$ c. milk

$\frac{1}{2}$ t. salt

$\frac{1}{2}$ c. dried bread crumbs

2. *Add salt to milk. Pour this into a plate. Spread the crumbs onto another plate. Dip the fish into milk, then into crumbs.*

3 T. butter or margarine

or other fat

Lemon slices

Parsley sprigs

3. *Put half of butter or other fat, in bits, in shallow pan or oven-glass platter. Add the breaded fish. Put the rest of the table fat or other fat on top of fish. Bake uncovered. Serve hot, garnished with lemon and parsley.*

Fish Facts. Since quick-frozen fish is now sold in our markets, fish is much easier and more pleasant to cook. Fish containing fat, such as salmon and sardines, furnish vitamin A as well as B vitamins. Salt-water fish contain iodine. Fish costs less than some meats and may take the place of meat.

Fish spoils readily. It is important to know whether fish is fresh when you buy it and how to take care of it when it comes from market. As soon

as it comes from market, put fish in the refrigerator in a *covered* container to prevent other foods from absorbing the fishy odour.

Quick-frozen fish should be kept frozen until just before cooking. Never thaw it and then refreeze. Fish may be thawed in the unbroken package in the refrigerator (not in the freezing compartment) or at room temperature. It may be cooked without first thawing, but it will require longer cooking time.

Tuna Fish Casserole

4 servings

1 c. cut-up celery
(stalk and leaves)

400° F. oven

25-30 minutes

1. *Heat oven.* Wash and cut up celery. Cook in small quantity of water until tender. *Drain, saving the water.*

2 T. flour
¾ t. salt
Dash pepper
2 T. butter or margarine
1 c. milk and celery
water

2. Use these ingredients to make White Sauce (page 109). Grease a casserole (1½ quarts) or individual casseroles or scallop shells.

1 can tuna fish
(7 ounces)
Note: If the fish is packed in oil, the oil can be drained away. However, it adds food value.

3. Break the fish into pieces with fork. Add fish and celery to White Sauce.

2 c. day-old bread
crumbs
2 T. butter or margarine
Parsley

4. *Butter* crumbs (page 112). Arrange crumbs and fish mixture in the casserole as directed (page 108). Bake. Serve hot, garnish with parsley.

SHORT CUT: Use 1 can 7 oz. tuna fish. Break it into pieces with a knife and fork. Add 1 c. canned cream of celery soup (undiluted). With 2 c. *buttered* bread crumbs arrange the fish mixture and crumbs in a greased casserole. Bake until crumbs are slightly browned. Serve hot.

Eggs for Any Meal. *Eat three or more eggs a week, or better, one a day.* This is the advice of food scientists who place eggs along with meat in essential foods. This is because eggs are a valuable food. They contain *protein* of top quality although not quite as much as meat. (The protein in 3 eggs is about equal to that in 1 serving of meat.) *Egg white* is valuable mainly for its *protein*. *Egg yolk* contains, in addition to protein, *iron and other minerals, vitamins*, especially A and D, and *fat*.

Eat eggs not only for breakfast but also for other meals. Count the eggs served "as is" for breakfast as well as eggs mixed with other foods. Eggs are often used as substitutes or alternatives for meat.

Buying and Storing Eggs. Buy eggs that have been kept cold from the time they are gathered until they are sold to you. The price of eggs varies with the *grade* and *size*. The colour of shell has nothing to do with the inside quality, although in some places white eggs cost more than

brown. In other localities there is a greater demand for brown eggs. Eggs are graded according to federal and provincial government standards. At market the size of eggs is labelled, *extra large*, *large*, *medium*, *small* and *peewee*. It may be thrifty to buy eggs of medium size.

At home, keep eggs *larger end up* in a carton and store in the refrigerator. The air cell in the larger end should be kept in place to prevent loosening or breaking the membrane separating white and yolk. *Wash eggs* just before breaking the shells. Washing removes the "bloom" which is a seal protecting the inside of eggs.

Eggs Are Useful Teammates. Eggs mix well with other foods. They not only improve the flavour, colour, and food value of food mixtures but also they serve many useful purposes.

- (1) Eggs stiffen when heated. Hence they can be used for *thickening* custards and sauces.
- (2) Egg whites when beaten form a bubbly mass. Thus they help to make cakes and quick breads *porous*.
- (3) Eggs being sticky *bind materials together* as in meat loaves.
- (4) Along with breads or cracker crumbs they *form a coating* over chops.

Good Cooks Do Not Boil Eggs. When an egg taken from the shell touches hot water, at least two changes take place. The clear-looking, jelly-like egg white becomes white and opaque, and it becomes firm. The egg yolk also stiffens but less rapidly. If the yolk is cooked long



Rubbermaid, Inc.

10-13. Air is introduced into a food mixture through the foam of beaten egg whites. Thus, beaten egg whites act as a leavening agent.

enough, it becomes first paste-like, then a dry, crumbly mass, lighter in colour than the uncooked yolk.

The substances contained in egg that stiffen when heated are *proteins*. The stiffening of proteins is called *coagulation*. Proteins *readily coagulate at a temperature lower than the boiling point of water*—about 150° F. This means that *we can cook eggs in water that is not boiling hot*.

Cook eggs in water below the boiling point to keep them delicate, tender, and more palatable. In boiling water, eggs cook less evenly, become tough and leathery and are less appetizing. Water below boiling point will cook eggs not only soft but hard. An egg hard-cooked correctly has a firm but tender white, and a dry, easily crumbled yolk. Now you can

understand why we speak of soft- and hard-cooked eggs rather than soft-

and hard-boiled eggs. It is an important difference.

Eggs Cooked in the Shell

Soft-cooked Eggs. *Wash*, then put eggs in saucepan. Add enough cold water to more than cover them. *Heat* until water boils. At once remove pan from heat so water stops boiling. Cover the pan. Let stand 3 to 5 minutes depending upon how firm you like eggs. Immediately cool eggs slightly in cold water to stop cooking and to make them easier to handle.

Hard-cooked Eggs. Follow the recipe for Soft-cooked Eggs with the following changes. Heat the water *gradually* to boiling point. Let eggs stand in the hot water 20 minutes. At once cool in cold water so the shells can be removed easily.

Scrambled Eggs

4 eggs
 $\frac{1}{4}$ c. water or milk or cream
 $\frac{1}{4}$ t. salt
Dash pepper

4 servings

1. *Wash* eggs. *Break* into a bowl. *Add* water, milk or cream, and seasoning. With fork *beat* slightly, or merely break the yolks with a spatula.

2 T. butter or margarine

2. *Melt* table fat in skillet. *Add* egg mixture. *Cook* over low heat. Stir occasionally. Continue cooking until eggs are stiffened but moist. Serve hot.
-

Poached Eggs

1. Into a deep skillet, pour water to a depth of 2 inches. Add $\frac{1}{2}$ t. salt for each pint of water. Heat water to boiling.

2. *Wash* eggs, then break them one at a time into a saucer and slip each egg into the water. Cover pan. Turn off heat. Cook 3 to 5 minutes depending upon how firm you like eggs.

3. With a slotted spoon, remove each egg. Drain, then place it on buttered toast.

Eggs Make Good Main Dishes. Instead of mixing uncooked eggs with other ingredients, eggs may be first hard cooked and then combined with other food materials to make sand-

wich filling, stuffed eggs, and main dishes suitable for lunch, supper or dinner. A recipe for an unusually fine flavoured and nutritious main dish follows.



Kraft Food Company

10-14. Hard-cooked eggs combine with cheese sauce and egg noodles to make a delicious casserole. This casserole is a good main dish substitute for meat because of the protein value of eggs and cheese. Another egg casserole recipe follows.

Eggs and Cheese Casserole

4 servings

400° F. oven

15-20 minutes

- 4 hard-cooked eggs
- 1½ c. medium White Sauce (page 109)
- 1 c. shredded sharp cheddar cheese
- 1½ c. buttered bread crumbs

1. *Heat oven.* While the eggs are cooking, *make the sauce.* Shred the cheese and stir it into the sauce. *Butter the crumbs.* Grease a baking dish (1½ qt.). *Slice the eggs.*

2. *Arrange the crumbs, cheese, sauce, and hard-cooked eggs in layers as directed on page 108. Bake until brown. Serve hot in place of meat.*

Baked Beans

4 servings

1 can beans without
pork (15 ounces)

1½ T. brown sugar

½ t. dry mustard

350° F. oven

30 minutes

1. Heat the oven. Pour the beans into a baking dish. Add the sugar and mustard. Mix.

2 or 3 slices bacon

2. Put bacon on top. Bake uncovered. If bacon is not browned in 30 minutes, increase temperature.

The Vegetable - Protein Foods. The vegetable - protein foods commonly used in the home are beans, peas, peanut butter, and nuts. These vegetable - protein foods may be included in the meat - fish group of essential foods. As previously explained, the vegetable - protein foods do not supply the needs of the body as completely as animal - protein foods. But they are *good foods*, especially when combined with such foods as milk and eggs. Dried beans and peas are *inexpensive*. Nuts and peanut butter are also good vegetable-protein foods.

10-15. Baked stuffed fish is attractively served on a platter with green peas and whole carrots.

Maine Department of Sea and Shore Fisheries



Two or more servings of vegetable-protein foods may be included each week since they cost less than the animal-protein foods and add variety to meals.

Why Are Meat and Other Protein Foods Essential Foods? *Protein* is a must for every tissue of your body. For top-quality protein we depend largely upon meat, poultry, fish, and eggs. We should also use vegetable foods rich in protein and combine them with animal-protein foods. The animal foods of this group also supply *iron, fat, and B vitamins*.

Although milk and its products contain top-quality protein, they form a separate group of essential foods because they are outstanding sources of calcium (a most necessary mineral), riboflavin, and other B-complex vitamins.

Whole-grain cereals contain some proteins. These also are placed in a separate group because they supply a large portion of heat or energy needed every day. One or more servings of meat, poultry, or fish are needed each day. Eat 3 or more eggs a week and several servings of dried beans, dried peas, nuts and peanut butter.

Plan food combinations suitable for dinner, including *meats, fish, poultry, eggs, and baked beans*. Plan steps in preparing these foods, the utensils needed to cook them, and the dishes in which to serve them.

Suggestions that may help you in planning follow. If you have single class periods, you may decide to omit some of the desserts. Whether your homemaking class periods are single or double, some of the meals will take more than one day to prepare. Plan carefully what you can do each day. Dinners having a greater variety of foods than other meals require more planning.

1. **A Hamburger Meal:** Hamburger Steak (page 149), Baked Potato (page 129), Relish Plate Radishes, Carrot Sticks (page 130), Turnip Slices, Bread and Butter, Apple Crisp (page 74), Cocoa (page 100).

2. **Another Hamburger Meal:** Meat Balls (page 150) or Individual Meat Loaf (page 149) (In muffin pans, meat loaves bake in 30 minutes), Glazed Carrots (page 130), Rolls and Butter or Margarine, Floating Island (page 113), Cocoa (page 100).

3. **A Swiss Steak Dinner:** Swiss Steak (page 151), Corn Delicious (page 132), Tossed Green Salad (page 137), Bread and Butter, Canned Peaches, Milk or Cocoa (page 100). Either cook the steak one day and serve reheated the next, or cook in a pressure saucepan.

4. **A Ham Dinner:** Ham Timbales (page 161), Creamed Beans (fresh, canned, or frozen may be used), Candied Sweet Potatoes (page 130), Carrot and Celery Sticks (page 130), Gelatin Dessert (page 79), Milk.

5. **A Company Dinner:** Chicken à la King (page 164) in Toast Cups or Cream Puff Shells (page 176), Buttered Frozen Peas (page 133), Pear and Cheese Salad (cream or cottage), Rolls and Butter, Frozen Dessert (page 119), Milk.

Note. If time of class periods makes it inconvenient to cook a chicken and make a sauce, follow Short-cut, page 164.

6. **A Fish Meal:** Tomato Juice (page 135), Baked Fish Steaks (page 165), or Tuna Fish casserole (page 166), Buttered Frozen Vegetable (page 133), Muffins made from Mix (page 96), Fruit Salad (page 77), Cocoa (page 100).

7. **A Buffet Meal:** Baked Beans (page 170), Egg and Cheese Casserole (page 169), Whole Wheat or Corn Muffins (page 93), with Butter, Baked Apple with Nut Filling (page 75), Milk.

FOR YOU TO DO

1. Copy the following outline and fill in with protein foods to include in breakfast, lunch, and dinner menus.

	Breakfast	Lunch	Dinner
a.
b.
c.

2. Copy this outline and fill in with vegetable and animal protein foods which would make tasty combinations for a meal.

Vegetable Protein Food	Animal Protein Food
.....
.....
.....

3. Because of its cost, most families need to select meat with care. Name cuts of meat which have little or no waste. Which cuts would you buy that would taste well but cost little compared with the higher-priced cuts?

4. At market or from newspaper advertisements get the price per pound of round and porterhouse steaks. From the table, page 147, compute how many ounces of lean that a pound of each steak contains. Then figure the cost of each kind of meat that would supply one pound of lean meat.

5. For your family, plan meat for the evening meal of each day for the week. If your mother is willing, buy and cook the meat for at least one evening.

6. *Hamburger Exchange*. Report to class your favourite hamburger recipe or way of cooking it. Tell why you like it.

7. Selecting her lunch at the school cafeteria, Angela remarked to her chum, "Oh! there's *cheese sauce* on that cauliflower. I've never tasted that dish, but I'm sure I would not like it. I can't stand cheese." "Why, Angela!" her friend exclaimed in amazement. "Only yesterday you bought a second serving of macaroni and cheese." "Yes," Angela admitted with a laugh, "I love it. But that never seems like *cheese*. We've always cooked macaroni that way at home."

Why do you think Angela liked macaroni and cheese? Give one or more reasons why you think she believed she would not like Cauliflower with Cheese Sauce.

8. With your teacher, plan to visit a meat market to see meats from various animals. Before you go, have a class discussion of what you wish to ask the butcher about meat cuts. At the market notice the shape and amount of bone of different cuts. Later have a quiz about meat cuts.

OTHER BOOKS AND BOOKLETS TO READ

Canada Department of Agriculture, Publications: 971, *Meat—How to Buy—How to Cook*; 1048, *Buy by Grade*, Queen's Printer, Ottawa, Ontario.

Canada Department of Fisheries, Publications: *Canadian Fish Cook Book*, Queen's Printer, Ottawa, Ontario.

Canada Department of National Health and Welfare, Publications: *Good Red Blood*, Queen's Printer, Ottawa, Ontario.

Poultry Products Institute, Publications: *Cooking Canada's Chicken*; *Cooking Canada's Turkey*; *Eggs*, Toronto, Ontario.

The Borden Company

Calories; Food Facts Refresher

Supplementary Foods. The five food groups form the foundation of essential foods. Those important foods are needed to keep our bodies in good trim. However, on bread, one of the essential foods, we spread jam. To a breakfast cereal, another essential food, we add sugar. We eat pie, cake, and other desserts which are made with sugar and may contain fats other than butter or margarine. Most of us would consider our foods flavourless if sugars and fats were omitted.

Sugars and fats supplement the essential foods. They do not take the place of them. It is important to learn about the value and selection of these commonly used foods: butter, margarine, other fats, and sugars.

The Value of Fats in Our Meals. "Don't mention food to me. I don't even have room for a snack," said Jim. He had eaten a heavy dinner several hours before. In cooking dinner that night Jim's mother had used a generous amount of butter and had topped the dessert with whipped cream. That was one of the reasons why Jim had a satisfied feeling long after the dinner hour.

Fats *delay the hunger urge* because they digest slowly. However, eating too much fat may slow up digestion so much that a distressed feeling may result. Eat fats in moderation.

Fats also provide *food energy*; they yield more energy than carbohydrates. They rate highest of all foods in energy value.

Butter and margarine are valued in diet not only for their flavour and food energy but also because they contain vitamin A. These table fats do not supply as much vitamin A as deep yellow or dark green vegetables, but they help to supply food energy and vitamin A requirements.

Buying and Storing Butter and Margarine. Butter is made from butter fat—the fat of milk or cream. Margarine is made almost entirely from refined vegetable oils, and pasteurized, cultured skim milk. The culture organisms (harmless bacteria too small to be seen with the naked eye) acting upon the sugars in milk give margarine its flavour. Adding vitamin A to margarine increases its food value. In food value there is no important difference between butter and fortified margarine. Some like the flavour of butter so much better than that of margarine that they are willing to pay a higher price for butter. Others believe margarine has as pleasant a flavour as butter.

The government requires that all butter contain not less than 80 *per cent milk fat (butter fat)*. Margarine contains about the same percentage of fat as butter. Enough vitamin A is added to fortified margarine to furnish as much of this vitamin as has butter.

Store both butter and margarine in *covered* containers in the refrigerator. Table fats readily absorb odours.

Soft Shortenings and Oils. At room temperature many fats commonly used for shortening are less firm than butter or margarine. The softer fats

are somewhat alike but are sold under various trade names.

Vegetable oils are treated chemically so that they become solid fats. This chemical process is called *hydrogenation*. Fats which undergo this process are called *hydrogenated fats*. To many hydrogenated fats, a material of a fatty nature is added to make the shortening mix easily with other ingredients. Such shortenings are flavourless and give good results in quick-mix cakes and quick breads.

Fats containing a quick-mix ingredient may be *vegetable fats* or a *blend of vegetable fats and meat food fats*. The latter may or may not be hydrogenated. Most of these fats contain practically nothing but fat. Shortenings that mix readily with other ingredients of quick breads and quick-mix type of cakes are commonly called *soft shortenings*.

Lard is made from pork fat. There are several kinds of lard depending upon the part of the animal from which the fat is obtained and the method of preparing it.

Vegetable oils, refined but left in the liquid state, are also used for shortening.

Fats Used in Baking. Fats make quick breads, cakes, and pastries tender, that is, they “shorten” baked flour mixtures. For shortening, butter or margarine may be used. Often the softer fats are preferred because they mix so readily with other ingredients. Most of the soft shortenings contain no vitamin A but are almost 100 per cent fat. Butter and margarine contain less fat. Combined with the same

11-1. Shortening may be measured by cup, spoon, or bar. Pounds of shortening divided into quarter and sixth bars simplify measuring for many recipes. Tablespoon and full cup measures of fats should be level. Liquid fats used as shortening are best measured in a pyrex cup on a level surface.

Courtesy of General Foods Kitchens



amount of ingredients, soft fats shorten more than table fats. The soft fats are bland in flavour. To add *flavour*, butter or margarine is sometimes preferred for shortening or are combined with other shortenings.

Selecting Sugars and Syrups. Sugars are used with essential foods. Like other carbohydrates such as starch, they furnish food energy. The kinds of sugar in general use are:

Granulated, a white sugar, is most commonly used for sweetening food.

Brown sugar is both flavourful and sweet. The darker the sugar, the stronger its molasses flavour.

Icing sugar is crushed granulated sugar. It may contain a small amount of cornstarch to keep it from caking.

All sugars should be *stored* in cov-

ered containers in a *dry* place. If brown sugar becomes lumpy, put the amount you want to use on a pan and place in the oven at 275° F., and heat.

The syrups most often used are *molasses*, *honey*, and *corn syrup*. Molasses and honey are valued for their flavour. They contain only small amounts of minerals and vitamins. *Corn syrup* is a kind of non-crystalline sugar, less sweet than solid sugars. There are two types—light and dark. Dark corn syrup has more flavour.

Cream Puffs Form Serving Shells. Cream puffs puff somewhat as popovers pop. Steam forming produces a cavity. Cream puffs contain more eggs and less liquid than do popovers and are mixed differently.

Cream Puffs

5 - 6 medium size

$\frac{1}{2}$ c. water

$\frac{1}{4}$ t. salt

$\frac{1}{4}$ c. butter or margarine
($\frac{1}{2}$ stick)

375° F. oven

45-50 minutes

1. *Heat oven.* Put these ingredients in a saucepan. Heat to *boiling point*. Remove from heat.

$\frac{1}{2}$ c. sifted all-purpose flour

2. Pour the flour *all at once* into the hot mixture. Mix. Heat again. *Stir quickly and cook* until the paste leaves the sides of the pan. Remove from heat. Beat to cool.

2 eggs

3. *Add the eggs*, unbeaten, one at a time. Beat after adding each egg until thoroughly mixed. Onto an ungreased baking sheet, drop the batter in mounds about 3 inches apart. Bake until puffed and slightly browned.

4. Remove from the oven. At once, cut one or two slits on the side of each puff. Cool on a cake rack.

5. When cool, cut off the top. Fill with Sweetened Whipped Cream (page 118) or Custard (page 177). Replace tops. If you wish, frost the tops. Serve on a dessert plate. Use a fork in eating them.

PARTY PUFFS: Make small puffs instead of large size by using a teaspoon to dip the batter. The foregoing recipe will make about 30 *miniature puffs* 1 inch in diameter. Bake at 400° F. about 30 minutes.

When cool, cut off the top, fill as directed above. For a change, fill with chopped chicken or ham mixed with salad dressing. The tops may or may not be replaced. If you do not replace the tops, garnish the salad mixture with a slice of stuffed olive, or a bit of pimiento, or parsley.

Wheat Flour Institute





Wheat Flour Institute

Custard Filling for Cream Puffs

5 to 6 servings

- 2 or 3 egg yolks
- $\frac{1}{2}$ c. sugar
- 2 T. flour
- 2 T. corn starch
- $\frac{1}{2}$ t. salt
- 2 c. milk

1. Into a saucepan put the eggs and the four dry ingredients. *Mix well.* Gradually add the milk, stirring briskly. Stir and cook over *low* heat until the mixture boils for 1 minute. (Do not begin to count the time until the mixture reaches the boiling point.)

Egg combined with a thick starchy mixture may be cooked over direct heat without its curdling noticeably. This mixture is cooked over direct heat for the same reason given for cooking white sauce (page 109).

- 1 T. butter or margarine
- $\frac{1}{2}$ t. vanilla

2. Remove from the heat and at once stir in the butter or margarine and vanilla until the fat melts. *Cool.*

- $\frac{1}{2}$ pt. whipping cream
- Note: The cream may be omitted but it very much improves custard.*

3. Whip cream, see page 118, and fold it into the chilled custard mixture.

TO FLAVOUR WITH CHOCOLATE: Follow the recipe above, increasing the sugar to $\frac{3}{4}$ c. and adding 2 squares (ounces) of chocolate.

Using Butter or Margarine in Cookies. Because of its *flavour*, butter or margarine is often used in making cookies. Since these table fats are

firmer than soft shortenings, they are usually either *melted* or *creamed* before adding to other ingredients. Recipes in this book use both methods.



11-2. For parties, teas, luncheons, lunch box meals, or for snack time, cookies are easy to make and delicious to eat. There are many variations of butter cookies—filled cookies, refrigerator cookies, rolled cookies, bar cookies, and drop cookies.

Arm and Hammer and
Cow Brand Baking Soda

Butter Cookies

2 dozen, 2½-inch

375° F. oven

10-15 minutes

- ⅓ c. butter
- ⅓ c. margarine
- ⅛ t. soda
- 1 c. sugar
- 2 T. buttermilk or
sour milk

1. Put table fat in a mixing bowl. Let fat stand until it is at room temperature. Then cream fat. Add soda and sugar. Continue creaming until sugar particles cannot be detected. Stir in buttermilk or sour milk.

- 2 c. sifted all-purpose flour
- 2 t. baking powder
- ½ t. salt
- 1 t. nutmeg

2. Put these dry ingredients into a sifter. Sift into sugar mixture. Beat until mixed. Divide the dough and shape into two rolls about 1½ inches in diameter. Wrap in waxed paper. Place in refrigerator several hours or over-night to chill.

3. Grease baking sheets. Remove paper from cookie dough and slice dough. Place on baking sheet. Bake until light brown.

FOR A CHANGE: *Filled Cookies.* Use light brown sugar firmly packed instead of white sugar in making cookies. For the filling, wash and cut into pieces 10 ounces pitted dates. Put in a saucepan. Add ½ c. water, ½ t. salt. Cook until tender. Then stir in ½ c. sugar. Cool.

After slicing dough, put a level teaspoon of date mixture on the centre of a round. Cover with another round. Press the edges together with the fingers. With a broad spatula, place the cookie on a greased pan. Repeat. Prick the top of each cookie to allow steam to escape. Bake as directed above.

Blonde Brownies *

24 bars

350° F. oven

20-25 minutes

- 1 c. sifted all-purpose flour
- $\frac{1}{2}$ t. baking powder
- $\frac{1}{8}$ t. baking soda
- $\frac{1}{2}$ t. salt

1. *Heat the oven.* Place a flour sifter on a plate. Put flour, baking powder, soda and salt into the sifter. Set aside.

- $\frac{1}{3}$ c. butter or margarine
- 1 c. light brown sugar,
firmly packed
- 1 egg, unbeaten
- 1 t. vanilla

2. In a 2-quart saucepan, *melt* the butter or margarine. *Remove from heat and stir in* sugar. Cool. *Grease* 8 x 8 x 2 inch pan. Add the egg and vanilla to the sugar mixture. Mix thoroughly.

- $\frac{1}{2}$ c. chopped nut meats
- $\frac{1}{2}$ package semi-sweet
chocolate bits

3. Sift the dry ingredients into the sugar mixture. Add the nuts and mix well. *Pour* into greased pan. *Sprinkle* chocolate bits over top. *Bake.* Cool in pan. Cut into bars.

Tip: Using pan in which fat is melted as a mixing bowl is efficient.

* Adapted from a recipe by the Baker Chocolate Co.

PLAYSAFE

When creaming table fat and mixing other ingredients in making cakes or cookies, you may wish to use an *electric mixer*. If the cord of your electric mixer or other equipment is fabric covered, the cord should be replaced as soon as the fabric begins to fray. In case you must use an extension cord, run it around a wall but never underneath a rug or over a bare floor. Have your hands dry when you connect or operate electrical equipment. Also, do not connect or operate electrical devices when standing on a wet floor. Water is a good conductor of electricity.

11-3. This cook uses plastic bowls with spouts for easy pouring and a rubber spatula for safety when using an electric beater.

Rubbermaid, Inc.



Nut Brown Pudding *

4 servings

350° F. oven

30 minutes

- 1 c. dry bread cubes
3/4 c. milk

1. Heat oven. Pour milk over bread cubes.

- 1/4 c. margarine or butter
1/2 c. sugar
1/4 t. soda
1/4 t. salt
1/4 t. cloves
1/2 t. cinnamon
1 egg

2. Cream table fat. Wiping the fat left inside the cup with paper towelling, grease 8 x 8 x 2 inch pan. Add sugar, soda, salt, spices, and egg to fat. Continue creaming until the mixture is smooth.

- 1/4 c. seedless raisins
1/4 c. coarsely chopped nut meats

3. Wash and drain raisins. Stir raisins, nut meats, and bread mixture into the sugar mixture. Pour into pan. Bake. Serve warm with Lemon Hard Sauce.

* Adapted from a Martha Logan recipe, Swift and Company.

Lemon Hard Sauce

4 servings

- 1/4 c. butter or margarine
3/4 c. icing sugar

1. Cream table fat. Add sugar and continue creaming.

- 2 T. lemon juice
1 t. grated lemon rind

2. Stir in lemon juice and rind. Serve over hot puddings.

FOR FLAVOUR CHANGE: Omit lemon juice and rind. Add 2 T. cream, 1 t. vanilla.

What Are Calories? Can we measure the heat or energy value of foods? Scientists can. Of course, heat or energy cannot be measured by cups or quarts, the units used in measuring liquids; nor by ounces or pounds, the units measuring meat. The unit used in measuring heat or energy from foods is called a *calorie*.

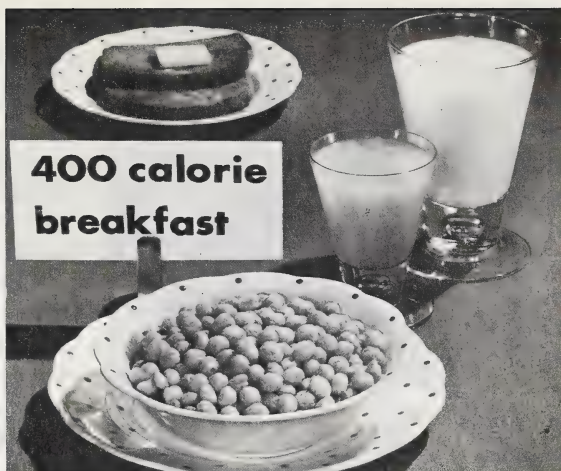
When eaten and used by the body, foods containing carbohydrates, fats, and proteins furnish energy which can be measured by calories. For

short, we often speak of the foods supplying energy as *calories*. We do not eat calories; we eat foods whose energy value can be measured by calories.

Only three of the nutrients—carbohydrates, fats, and proteins supply calories. Fats yield more than twice as many calories as carbohydrates and proteins. Furnishing calories is not the most important use of proteins. Proteins are important building nutrients. All foods contain some cal-

11-4. It takes just a few minutes to prepare this breakfast, which has been planned to meet the needs of weight-conscious teen-age girls and boys.

Cereal Institute, Inc.



orie-yielding nutrients, but only those having a high percentage of fats and carbohydrates are outstanding for their calories. Minerals, vitamins, and water do not produce heat or energy, so they do not supply calories.

You need a certain amount of energy-producing foods. If you eat more calories than your body needs, the excess is stored up as fat. Your body then *gains weight*. If you are not eating enough energy-giving foods, the fat already stored in your body is used for heat or energy, and your body *loses weight*.

Measuring Food Energy with Calories. How many calories do the various foods supply? A table on page 475 will help you to answer this question. Let us see how to use this table.

Suppose for your lunch you have an egg and cheese sandwich, tomato salad, cup custard, and glass of milk. Referring to the calorie table, your lunch would supply the following:

Food	Calories
1 egg	80
1 inch cube cheese	125
2 slices whole wheat bread	160
2 teaspoons butter or margarine ...	70
1 tomato	20
French dressing	105
1 serving custard	150
1 glass milk	165
<hr/>	
Total 875	

Following this plan, you can find how many calories your meals for an entire day furnish. Be sure to count in that after-school snack.

How Many Calories Do You Need Each Day? How do you know whether the foods you eat supply just enough, too few, or too many calories? Again, there are tables to help you. Not only the energy value of foods but the *energy needs* of the body are measured by calories. The number of calories which scientists recommend for children, teen-agers, and grown-ups given on page 474



National Dairy Council

11-5. Here is a nourishing meal for a person on a reducing diet. It is essential that the dinner includes foods rich in protein.

includes *age, weight, and height* for different individuals. The information is needed because calorie requirements differ for persons of different ages. Also, the amount of exercise and the type of work a person does make a difference in the calories he or she needs.

Remember that you cannot measure all the needs of the body with calories since minerals and vitamins are not measured by calories. If you are overweight or underweight, you need to carefully watch the calorie content of the foods you eat.

If You Are Overweight. Your "gym" teacher tells you that you weigh too much for your age and height. You are not pleased with what

you see in your full-length mirror. What will you do? Make a record of the snacks you have eaten during the last three or four days. Sweet snacks are mostly sugar. The so-called soft drinks which are intensely sweet will add pounds. (Count the calories they yield, pages 475 - 477.)

Going without breakfast and then eating snacks, and overeating at lunch time and at the evening meal are habits likely to cause overweight. Lack of exercise may contribute to overweight.

To reduce:

Eat in moderation or in limited quantities, food containing large amounts of sugars, starches, or fats.

Make sure that the foods you eat contain enough proteins, minerals, and vitamins. (These nutrients are likely to be found in too small amounts in diets consisting of a few foods or in *quickie* reducing diets.)

Eat lean meats, eggs, fruits, and vegetables.

Drink milk. (Skim milk has fewer calories than whole milk.)

Learn to like cereals and fruits *without* sugar.

Pass up whipped cream and mayonnaise dressing.

Eat only *small servings*, never second helpings.

The cause of overweight generally is overeating and eating too many calories. People eat too much for various reasons. Some overeat because they are discouraged, worried, discontented, lonesome, or sorrowful.

If your "gym" teacher finds you weigh 20 percent more than the average person of your age and height, you will probably be told to see your doctor. He may advise you to make changes in your diet.

If You Are Underweight. If you are underweight, a doctor's examination is needed to determine the cause of your low weight. If the examination shows nothing wrong except your eating and health habits, the following suggestions should be helpful.

To gain weight:

Sleep longer.

Eat more of the essential foods.

Eat starchy foods such as cereals, bread, root vegetables, corn and dried legumes.

Eat easily digested foods containing fat such as butter or margarine, cream, egg yolk, bacon, and salad dressing. If fatty meats, gravy, pie, and other rich desserts cause digestive disturbances, avoid them.

Eat proteins of top quality such as meat, eggs, cheese, whole milk.

Eat wholesome sweet foods such as fruit (fresh and dried), custards, bread, rice, and other cereal puddings.

See that your diet furnishes plenty of mineral matter, vitamins, and protein. These are needed for optimum health.

Between meals drink whole milk and fruit juices.

If you have not been eating enough food, increase the quantity gradually until you reach the amount needed to gain weight. The food of a weight-increasing diet should yield at least

500 to 1000 calories more than are needed by a person of normal weight of the same age and height.

IT'S REVIEW TIME

Nutrients in Essential Foods. Now that you have become acquainted with each of the essential food groups, it is time to refresh your memory with an over-all view of the food groups.

Each of the essential food groups contains a rich supply of one or more *nutrients*. The nutrients are the materials in foods that help to improve your looks and to make you feel well. This refresher gives the *use* of each nutrient and also the foods that have a *rich supply* of each. In addition, it includes ways of *protecting* the nutrients to avoid losing or destroying them.

1. **Protein.** a. *Use:* Proteins build and keep muscles, blood, skin, hair, and all other tissues in good working order. Proteins may produce heat or energy, but this is an expensive use since other nutrients, which are not body builders, can serve as fuel.

b. *Found in:*

Animal Foods

Cheese	Meat
Eggs	Milk
Fish	Poultry

Vegetable Foods

Breads	Dried Peas
Cereals	Lentils
Dried Beans	Nuts



11-6. Two or three ounces of lean cooked meat, poultry, or fish, or two eggs, or four tablespoons of peanut butter may count as the serving needed daily from the meat and fish group.

U.S.D.A. Photograph

Vegetable proteins do not build and repair the body as completely as animal proteins. To make them serve the body more effectively, combine vegetable-protein foods with animal proteins. For example, use milk with whole-grain cereal.

Protein is needed *every day*. Plan to include a protein food in every meal.

2. **Minerals.** Minerals help the body grow and keep it in repair. They help, also, to keep the body in good running order. At least fifteen minerals are needed. All are important although some exist in the body in very minute quantity. Foods supplying several much needed minerals are those commonly omitted by persons who are not careful to eat essential foods every day. These minerals are:

Calcium. a. *Use:* All cells of the body need calcium. It helps build and keep in good condition teeth and bones—the framework of the body. If the body is calcium-poor in childhood, the bones may fail to develop as they should; in adults, bones may become brittle, affecting the health

and welfare of the whole body. Calcium has other important uses such as clotting of the blood.

b. *Found in:* Milk or milk products. The best way to get calcium is to use these foods. Milk furnishes not only calcium but phosphorus and other minerals which the body needs. Some of the *green leafy vegetables* furnish calcium, also.

Iron. a. *Use:* The blood must have iron along with copper to form hemoglobin of the red blood cells. The latter carry oxygen from the lungs to each cell of the body.

b. *Found in:* Meat especially liver, egg yolk, green leafy vegetables, peas, beans, dried fruits, cereals — whole or enriched grains.

Iodine. a. *Use:* Iodine may prevent goitre, an enlargement of a gland in the neck.

b. *Found in:* Salt-water fish, vegetables grown along the sea coast, and iodized salt. These foods are especially important for people living inland in the Great Lakes region and farther west. However, if a person has a severe case of goitre, he should

11-7. Deep yellow vegetables and fruits, and dark green vegetables are the richest sources of vitamin A. Plan to include one vitamin A vegetable or fruit in your diet every day or at least every other day.

U.S.D.A. Photograph



consult a doctor about the use of iodized salt.

Minerals are needed daily.

3. **Vitamins.** Vitamins *help* us to grow and to keep us healthy when grown. There are many vitamins; almost twenty are believed to be essential. Each vitamin helps in a different way to keep the body in good trim but, in so doing, needs the assistance of other vitamins and other nutrients. In time, more vitamins needed for our well-being may be discovered in the very foods we eat daily.

If foods containing the following vitamins are included in our daily meals, we shall probably get other needed vitamins.

Vitamin A. a. *Use:* Helps to make bones, teeth, and other tissues grow and to keep them in repair; to keep the skin and lining of nose, mouth, and throat healthy, thus aiding in resisting infections; to maintain normal vision.

b. *Found in:* Liver, whole milk, butter, cheese, other milk products, fortified margarine, egg yolk, and fish-liver oils.

Carotene is converted into vitamin A in the body. Carotene is found in *yellow vegetables and fruits*. The deep yellow vegetables and fruits, and the *dark green vegetables* are the richest food sources of vitamin A.

Although the body can store vitamin A, a regular supply daily is advised. Include in your meals a deep yellow or dark green vegetable at least every other day.

The B Vitamins. There are a number of these. The entire group is called *Vitamin B Complex*. The best known are:

a. **Thiamine (B₁).** (1) *Use:* This vitamin *helps* the body perform as it should, particularly the nervous system, to keep the appetite and digestion in good trim and to prevent a disease known as *beri-beri*, which causes extreme weakness and other discomforts.

(2) *Found in:* Lean meat — especially lean pork, liver and other organ meats, poultry, fish, milk, egg yolk, whole or enriched grains, dried beans, peas and lentils, peanuts and peanut butter. A smaller amount is found in fresh vegetables and fruits.



11-8. One serving of fruits and vegetables rich in vitamin C each day is smart planning. Many of the good sources of vitamin A are also good sources of vitamin C.

U.S.D.A. Photograph

Thiamine (B_1) is needed *every day*; the body does not store it.

b. *Riboflavin* (B_2). (1) *Use*: This vitamin *helps* to keep cells in good condition, particularly those of the eyes, skin, and tongue. It helps keep a person from aging prematurely.

(2) *Found in*: Milk, cheese, liver, and other organ meats, lean meats, eggs, and green leafy vegetables.

Foods supplying riboflavin are needed *every day*; the body does not store it.

c. *Niacin*. (1) *Use*: This vitamin *helps* to keep cells of body working normally, especially those in the skin, tongue, and digestive tract. Niacin together with other B vitamins, helps prevent a disease called pellagra, which is characterized by skin trouble and nervousness.

(2) *Found in*: Lean meats, liver, fish, poultry, eggs, whole grain foods and green leafy vegetables.

Foods containing niacin are needed *every day*; the body does not store it.

Vitamin C (Ascorbic acid). a. *Use*: Builds and keeps in working order all tissues of the body including bones and teeth. It helps to keep the gums firm, to prevent their bleeding, to re-

sist infection, and to prevent a feeling of fatigue. It prevents a disease called scurvy which affects muscles and blood vessels.

b. *Found in*: Citrus fruits — fresh, canned and frozen, tomatoes — fresh and canned, fresh strawberries, cantaloupes, cabbage, and salad greens. Potatoes have a small amount of vitamin C. Since this vegetable is used so commonly, it helps in adding vitamin C to the diet.

Foods containing vitamin C are needed *every day*; the body does not store it.

Vitamin D. a. *Use*: Vitamin D is called the sunshine vitamin because the sun shining directly on the skin changes a substance in the body into vitamin D. In many localities in winter weather, there is little chance of getting vitamin D in this way. This vitamin is needed to prevent rickets, a disease causing children to have bowed legs, knock-knees and other disfigurements.

b. *Found in*: Vitamin D milk — fresh or evaporated. Only a few other foods such as eggs, butter, salmon, tuna, and sardines contain vitamin

D. The *fish-liver oils* are rich in vitamin D. For this reason cod-liver oil or a similar oil is prescribed for children.

4. **Carbohydrates.** a. *Use:* Carbohydrates are needed to supply the body with heat and energy; energy to keep the body warm, moving, breathing, the heart beating, and to *help* the body grow and keep it in repair.

b. *Found in:*

<i>Starch-Rich Foods</i>	
Breads	Macaroni
Cereals	Noodles
Cornstarch	Potatoes
Flour	Spaghetti
<i>Sugar-Rich Foods</i>	
Candy, jelly, jam	Dried fruits
Cane and beet sugars	Honey
Corn syrup	Maple sugar and syrup
	Molasses

5. **Fats.** a. *Use:* Fats give heat and energy, more than twice as much as do equal weights of carbohydrates.

b. *Found in:*

Bacon	Nuts
Butter	Salt pork
Cream	Soft shortenings
Lard	Vegetable oils
Margarine	

6. **Water.** a. *Use:* Water *helps* in regulating the temperature of the body, in digesting foods, and in eliminating wastes.

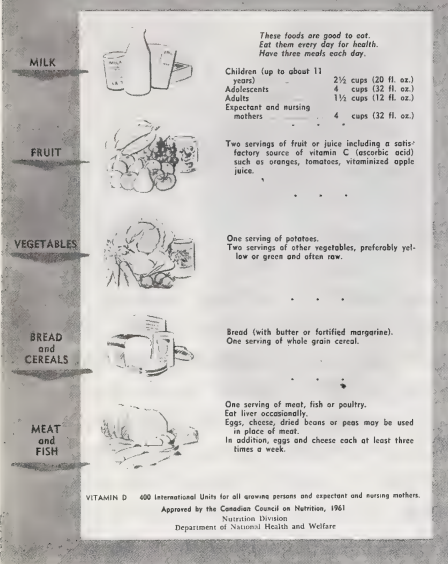
b. *Found in:* Most all foods contain water in varying amounts. A food like uncooked rice or flour may seem dry, but it contains moisture. There is much water in *beverages, milk, many vegetables and fruits.* To keep in good trim, drink *several glasses* of water a day. Drink water when you get up in the morning and between meals. Drinking water during a meal does no harm provided it is not used to rinse food down your throat and does not interfere with your appetite.

11-9. Foods classified in the bread and cereal group supply part of the body's daily requirement of protein, iron, B vitamins, and energy.

U.S.D.A. Photograph



Canada's FOOD GUIDE



11-10. How does your daily food intake compare nutritionally with the daily food guide? Do you eat enough of the nutrients to keep fit?

GUARDING NUTRIENTS

Avoid burning meat or eggs because excessive heat is destructive.

Avoid throwing cooking water and liquid of canned foods down the drain because minerals, B vitamins, and vitamin C dissolve in cooking water and canning liquid.

Avoid cooking vegetables and fruits in uncovered pans because heat and air destroy vitamins A and C.

Avoid using soda in cooking water because soda destroys thiamine and vitamin C.

Avoid using excessive quantity of soda in batters and doughs because soda destroys thiamine in flour. (See page 194 for quantity of soda.)

Avoid letting foods, especially milk, stand in the sunlight because strong light destroys riboflavin.

Avoid allowing butter to become rancid because as butter becomes stale vitamin A is lost.

AN OVER-ALL REVIEW

Chief Nutrients in Essential Food Groups

MILK GROUP

Nutrients:

Fats, Protein,* Calcium,* Vitamin A, Thiamine, Riboflavin*

FRUIT GROUP

Nutrients:

Iron, Vitamin A, Vitamin C*

VEGETABLE GROUP

Nutrients:

Calcium, Iron, Vitamin A,* Thiamine, Riboflavin, Vitamin C*

BREAD-CEREALS-BUTTER OR MARGARINE GROUP

Nutrients:

Fats,* Carbohydrates,* Protein, Iron, Vitamin A, Thiamine, Riboflavin, Niacin

FISH AND MEAT GROUP

Nutrients:

Fats, Protein,* Iron, Thiamine, Riboflavin, Niacin

* Rich Supply

Plan and prepare cream puffs, blonde brownies, nut-brown pudding, hard sauce, and suitable foods to combine with them. Here are some suggestions that may help you in planning.

1. **A Dessert Course:** Cream Puffs with Custard Filling (page 176), Cocoa (page 100). If your lessons are single period, which foods can be prepared one day and served the next? Where will you store the foods overnight?

2. **Foods for Gifts:** Blonde Brownies (page 179), Filled Cookies (page 178). These little cakes pack well.

3. **A Luncheon or Supper with a Warm Dessert:** Tomato or Fruit Juice, Sandwich made of Whole-wheat or Enriched Bread with Peanut and Carrot Filling (page 106), Cottage Cheese in Green Pepper Rings, Nut-brown Pudding with Lemon Hard Sauce (page 180), Cocoa (page 100), or Milk.

4. **An Afternoon Tea:** If these lessons come just before the holiday season, you may wish to have an Afternoon Tea. For the Tea you could serve Party Puffs (page 176), Blonde Brownies (page 179), and Cocoa (page 100) or Tea (page 219). Directions for planning a Tea and setting a Tea Table are given on pages 216 - 221.

FOR YOU TO DO

1. Demonstrate the method of packing small cakes and cookies either for gifts in your locality or for out-of-town. Class may wish to bake cookies to send to a Children's Home, Home for the Aged, or a similar institution.

2. The Browns use 3 pounds of butter each week. Get prices per pound of butter and margarine. Count the *savings* per month if the Browns use margarine instead of butter.

3. Your family may prefer the flavour of butter but wish to economize. If so, confer with your mother and decide for what purpose you could economize by substituting margarine for butter.

4. Explain these sayings: "Many people dig their graves with their teeth," and "Tell me what you eat, and I will tell you what you are."

5. How many calories should your food supply each day? (See page 474.) Refer to page 475 and count the calories produced by the foods you ate yesterday. Are you eating just enough, too many, or too few calories? How does your weight check with that on a standard table of weights for your age group?

6. If you or anyone in your family are *underweight*, write a day's menu which includes fattening foods using the foods often eaten in your home.

7. If you are more than 20 per cent overweight, count the calories produced by the soft drinks, candy bars, doughnuts, other foods rich in sugars and fats, and second helpings you may eat. If a doctor finds nothing wrong except unwise food selection, decide what to do to reduce and *do it*.

8. Of course you know this saying is not true: "Eat carrots to make your hair curly." There are many silly and untrue notions about food which some

people believe. Each one bring to class a list of false food beliefs and discuss why each is not true. For further information, see *Food Facts Talk Back*.

OTHER BOOKS AND BOOKLETS TO READ

American Dietetic Association, Booklet: *Food Facts Talk Back*, Chicago 11.

AMIDON, BRADBURY, and DRENCHMAN, *Good Food and Nutrition*, Chapter 2, General Publishing.

Canada Department of National Health and Welfare, Publications: *Healthful Eating*; *Nutrient Value of Some Common Foods*; *Score Card for Each Day's Meals* (leaflet), Queen's Printer, Ottawa, Ontario.

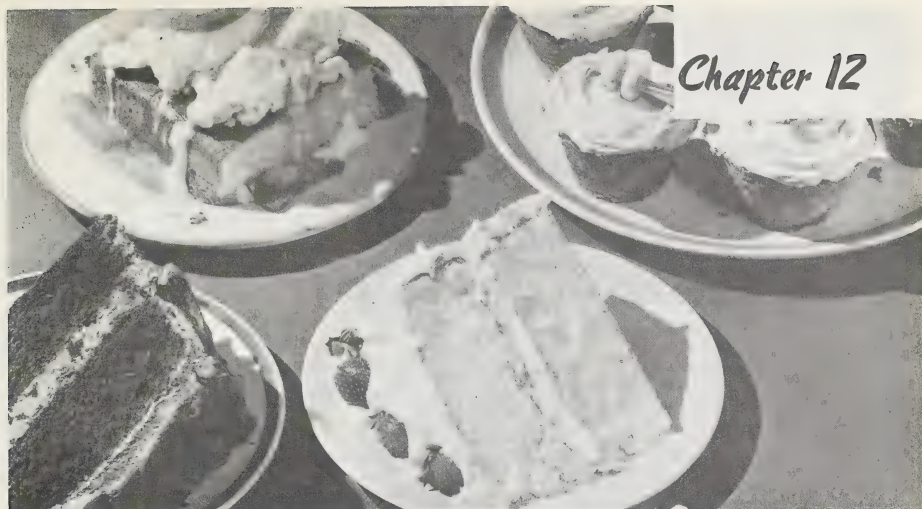
Dairy Foods Service Bureau, *Publications*, Toronto, Ontario.

John Hancock Mutual Life Insurance Company, Publications regarding *Nutrition*, Boston.

LEVERTON, *Feel Better by Eating Better*, and *A Girl and Her Figure*, National Dairy Council, Chicago 6, or local Dairy Council.

LEVERTON, *Food Becomes You*, Chapters 1 to 6, Burns & MacEachern.

National Association of Margarine Manufacturers, *Publications*, Munsey Building, Washington 4, D.C.



Courtesy of Swans Down Cake Flour and Swans Down Cake Mixes

Everybody Likes Desserts

Cakes, the Festive Sweets. Most cook books contain page after page of cake recipes. However, the many recipes may be grouped into:

(1) *Butter cakes*, cakes with *shortening*. These cakes were originally called butter cakes because butter was most often used in making them. Now, not only butter but margarine and soft shortenings are commonly used.

(2) *Angel and Sponge Cakes*, cakes containing *no shortening*. These cakes contain more eggs than most butter cakes and depend mainly upon the air beaten into the eggs to leaven them. Some sponge cakes contain baking powder, but these are not true sponge cakes.

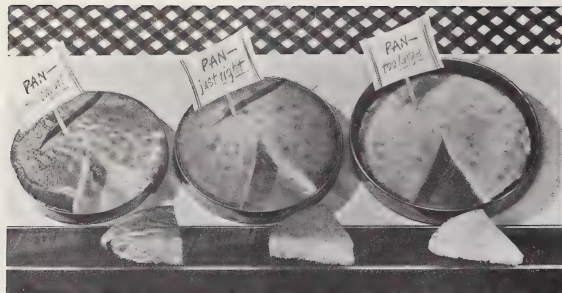
(3) *Chiffon cakes*, cakes similar to sponge cakes but containing *vegetable oil* as one of the necessary ingredients.

In making cakes there are several important points to consider, such as given in Figure 12-2.

Tips about Cake Pans. In the recipe you follow, note the size of pan indicated. A reliable recipe gives this information.

Round pans of 8 or 9 inch diameter and $1\frac{1}{2}$ inches deep are popular for layer cakes. Square pans in common use are 8 x 8 inches and 9 x 9 inches. They are $1\frac{1}{2}$ to 2 inches deep. Popular size oblong pans are 11 x 7 x $1\frac{1}{2}$ inches and 13 x 9 x 2 inches.

Cake pans should be greased on both the bottom and sides, and then dusted with flour, loose flour shaken out. Lining the bottom and two sides of an oblong cake pan with paper makes it easier to remove cake from any cake pan.



12-1. Pan sizes make the difference. The cake batter is the same in all three pans.

Courtesy of Swans Down Cake Flour

Paper liners placed in muffin pans need no greasing and shorten pan-washing time. If the pans are not lined, they should be greased and floured.

PLAYSAFE

Handle hot baking sheets and pie pans or dishes with care. When you draw them out of the oven, be sure to protect your hands with *hot dish holders*. Before you remove pans from the oven, make sure you have a cooling rack ready and a suitable place on which to rest the rack and *hot pan or dish*.

12-2. Mother has used proper utensils, accurate measurements of ingredients, and the size baking pans indicated in the recipe.

A. Devaney, Inc.



Important — Room Temperature for All Ingredients. Think ahead in getting ready to bake a cake. Assemble all utensils and ingredients. Get the eggs, milk, and butter or margarine from the refrigerator *before* you are ready to mix them. Break eggs *while chilled*, and, if necessary, *separate* yolks and white. If, in separating egg yolks and whites, a bit of yolk is mixed with white, remove it with a piece of egg shell. Egg whites must be free from yolks to beat up well. Let eggs and other cold ingredients stand until they are at room temperature, usually about 1 hour. Egg whites beat up to a larger volume when at room temperature than when chilled. If at room temperature, the shortening will mix better with the other recipe ingredients.

Important — Accurate Measuring. A good recipe for a cookie, pastry, or cake is well balanced as to the amount of shortening, sugar, flour, and other ingredients. To be *sure of success* and to get the *same results* each time you make these foods, *accurate measuring* is necessary (see page 63). No matter how many times you make one of these foods, measure ingredients carefully.

12-3. Cupcakes may be frosted on top, or on top and sides. For variety, the frosting may be coloured. Chopped nuts, candies, candied fruits, melted chocolate and shredded coconut may be used as garnishes.

Courtesy of Swans Down Cake Flour



Cupcakes (Creaming Method)

16 cakes

- $\frac{1}{2}$ c. butter or margarine
- 1 c. sugar
- $\frac{1}{2}$ t. soda
- 1 egg

375° F. oven

25 minutes

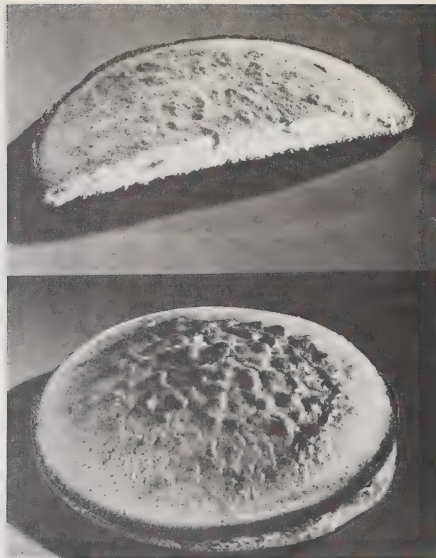
1. *Heat oven. Cream table fat. Add sugar and soda and continue creaming until sugar particles cannot be noticed. (Adding soda to sugar and shortening makes the texture of cake more uniform.) Add unbeaten egg. Mix well. Grease and flour muffin pans, or use paper liners.*

- 2 c. sifted cake flour
- 2 t. baking powder
- $\frac{1}{2}$ t. salt
- $\frac{1}{2}$ t. nutmeg
- 1 c. buttermilk or sour milk
- 1 t. vanilla

Substitute for Sour Milk:

Put 1 T. vinegar in a measuring cup. Fill the cup with sweet milk. If the milk is cold, surround with hot water to heat slightly.

2. *Mix these dry ingredients. Through a sifter add them alternately with the milk to the sugar mixture. Add vanilla. Beat only until well mixed, no longer. Pour into muffin pans, filling each cup about $\frac{2}{3}$ full. Bake until delicate brown. Test as you did for muffins, page 92. Place on a cake cooler for at least 10 minutes before removing cakes from the pan.*



Clabber Girl Baking Powder

12-4. When baked in a layer pan, a finished butter cake should be almost flat on top. Fine, even grain is a sign of a good cake. Too little or too much baking powder may spoil a butter cake.

Always sift flour for cake, cookie, or pastry making *before* measuring.

“Butter” Cakes — Two Ways to Mix. What shortening do you wish to use in making a butter cake? This will largely determine which of two methods you will follow in mixing a butter cake. If you decide upon butter or margarine as the only shortening, follow the *conventional* or *creaming method*. Of course, if you wish, you can follow this method and use a soft shortening, or a combination of soft shortening and a flavourful fat in the cake.

If you mix a cake quickly, use a soft shortening which mixes readily with other materials. Mixing a cake in this way is called the *quick-mix*,

easy-mix, or *one bowl* method.

Leavening Team: Soda and Buttermilk. Do you wonder why bitter-tasting baking soda is used in making these good-tasting cakes? The cakes have no bitter taste because along with soda, buttermilk (preferably) or sour milk is added. If used in correct proportion, this combination leaves no bitter taste and gives cakes a tender quality. It also helps make the cakes light because *carbon dioxide* gas is produced from a mixture of buttermilk or sour milk and soda. This is the same gas produced by baking powder. (Baking soda is one of the white powders in baking powder.) To avoid a bitter taste, follow this rule: *use ½ t. soda with 1 c. buttermilk or sour milk as a leavening agent.*



Betty Crocker of General Mills

12-5. A Seven-Minute frosting covers a two layer Devil's food cake. Chopped nuts are mixed in the frosting and pecan halves garnish the top. Proper utensils, measurements, and cooking time and temperature add to the perfection of the finished cake and frosting.

Note that the recipe on page 193 includes *baking powder*. This is because buttermilk with the correct amount of baking soda does not produce enough carbon dioxide to make a dough or batter light. With soda and buttermilk, use baking powder but not as much as is needed with sweet milk.

If you are using a recipe containing sweet milk but find it more convenient to use buttermilk or sour milk, substitute buttermilk or sour milk and follow this rule:

Use $\frac{1}{2}$ t. of soda with each cupful of buttermilk or sour milk. Also, use $\frac{1}{2}$ to $\frac{3}{4}$ the amount of baking powder called for in the sweet milk recipe. The smaller amount of baking powder is enough if the recipe includes several eggs.

Quick-mix Cakes. *No creaming of shortening, and shorter mixing time* are the main differences between the creaming and quick-mix methods of cake making. Of course, in measuring ingredients, the same care is needed for both methods of mixing.

There is a difference in the proportion of ingredients. In quick-mix cakes there is an increased proportion of sugar to liquid. Since sugar helps to tenderize a cake, a quick-mix cake is soft in texture. More liquid makes it moist; it keeps well if stored properly.

The same kinds of ingredients are used in both methods with this exception—a *soft shortening* is advised for quick-mix cakes. Flavourful table fats require the creaming method.

Quick-Mix Chocolate Cake

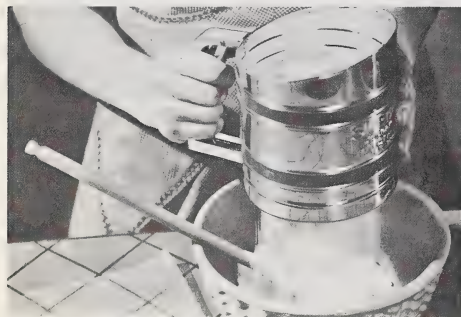
350° F. oven

30-45 minutes



- 2 layers — 8 or 9 inch pan
- 1 oblong pan 13 x 9½ inches
- 2½ SQUARES CHOCOLATE
- ½ c. SOFT SHORTENING

Have all ingredients at room temperature. Heat oven. Grease and flour pans. Put chocolate in small pan. Melt over hot water. After melting, cool slightly. Put shortening into mixing bowl.



- 1¾ c. SIFTED CAKE FLOUR
- 1½ c. SUGAR
- ½ t. BAKING SODA
- 2 t. BAKING POWDER
- 1 t. SALT

Put these ingredients into flour sifter. Sift into mixing bowl on top of shortening.



1 c. MILK

Add ⅔ of milk to materials in mixing bowl. Mix carefully by hand or in electric mixer at low speed until flour is moistened. Then beat vigorously by hand (300 spoon strokes) or in electric mixer (medium speed, exactly 2 minutes).



- REMAINDER OF MILK
- 2 EGGS, UNBEATEN
- MELTED CHOCOLATE
- 1 t. VANILLA

Add these ingredients. Use rubber spatula in removing chocolate from pan. Beat by spoon—300 strokes or 2 minutes in electric mixer. Turn into greased pans. Bake.

After removing from oven, rest pans on cooling rack 10-20 minutes. To loosen cakes, run spatula around edges of pans. Then put folded towel on palm of hand. Turn out cake, bottom side up. Place top side up on cake rack. Or use two cake racks as shown. When cooling, cakes should be top side up.

Photographs, Swans Down Cake Flour



Chiffon Cakes, the Salad Oil Cakes. A chiffon cake is neither a true sponge cake nor a butter cake.

It is made something like a sponge cake, but it contains salad oil. These oils add no flavour but give richness.

12-6. Delectable chiffon cakes can be eaten unfrosted. A Butter-Cream frosting tastes well on chiffon cakes.

Betty Crocker of General Mills



Spice Chiffon Cake *

2-layer cake

2 eggs, separated
1½ c. sugar

350° F. oven

30-35 minutes

1. *Heat oven. Grease round layer-cake pans 8 x 1½ inches. Dust with flour. Put egg whites and yolks into separate bowls. Beat egg whites until frothy. Gradually beat in ½ c. sugar. Continue beating until very stiff and glossy.*

2¼ c. sifted cake flour
1 t. baking powder
1 t. salt
½ t. cinnamon
¼ t. each, nutmeg, all spice,
cloves
⅓ c. salad oil
1 c. milk

2. *Into another mixing bowl, sift remainder of sugar, flour, baking powder, salt and spices. Add oil and half of milk. Beat 1 minute, (mixer at medium speed or 150 hand strokes). Add remainder of milk and unbeaten egg yolks. Beat 1 minute more. Scrape bowl often. Fold in meringue. Pour into pans. Bake. Frost with Orange-Butter Frosting, page 198.*

* Adapted from a recipe by Betty Crocker of General Mills.



12-7. Angel cakes are leavened by the air incorporated into the beaten egg whites. For a change, candied fruit coated with part of the flour for the cake recipe is folded in as the last step. Candied fruits form a design atop the fluffy frosting on the angel cake.

The Pillsbury Company

Frosting—Which Is Your Choice?
Are you a sugar fan, or do you like less sweet fluffy frosting? Do you want to make frosting with or without cooking? Do you have an electric mixer, or will you mix frosting by hand? Answers to these questions make it easy to decide the kind to

make. Most frostings are easy to make.

Uncooked frostings are compact and usually quite sweet. Those made with a hot sugar and water syrup beaten with egg white are fluffy and not intensely sweet. This type of frosting may be made with or without an electric mixer.

Butter-Cream Frosting (Uncooked)

$\frac{1}{4}$ c. butter or margarine
Icing sugar, about 2 c.

3 T. cream or milk
 $\frac{1}{8}$ t. salt
1 t. vanilla

For 2-layer cake

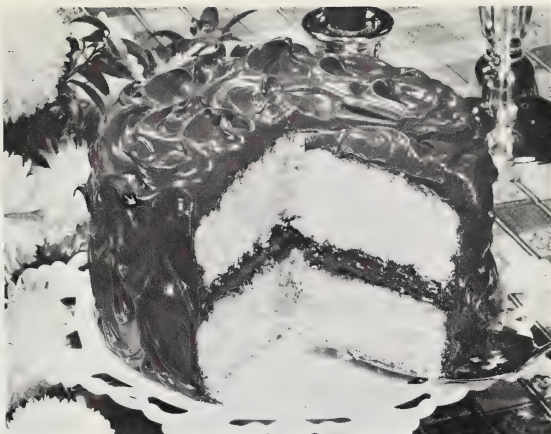
1. Cream table fat. Add 1 c. icing sugar. Continue creaming.
2. Add these to the sugar mixture. Then add enough more sugar to make the frosting suitable for spreading. If you wish an especially thick covering of frosting, use $1\frac{1}{2}$ times the recipe.

FOR A CHANGE: *Chocolate-Butter Frosting.* Follow the recipe above. Melt 2 squares unsweetened chocolate. Cool. Stir into frosting.

Orange-Butter Frosting. Follow recipe for Butter-Cream Frosting with these changes: For the cream, substitute orange juice. For vanilla, substitute 2 T. grated orange rind.

12-8. Fluffy chocolate icing is chosen to frost a white cake. To frost a layer cake, spread the frosting smoothly on the bottom layer. Centre top layer on the frosted layer. In frosting the outside of a layer cake, spread frosting from top edges down over the side. Pile rest of frosting on top and spread lightly to the sides. Swirls are made with the spatula as the cake is frosted.

Betty Crocker of General Mills



Frosting (Made in Electric Mixer)

2 egg whites

For 2-layer cake

1. Put into smaller bowl of electric mixer.

1 c. sugar
 $\frac{1}{4}$ t. cream of tartar
 $\frac{1}{8}$ t. salt
 5 T. boiling water

2. Put these in a saucepan. Heat to *rolling* boil. Start the mixer at *high* speed. At once pour the hot syrup *gradually* into the egg whites. Then *reduce* mixer speed to medium.

$1\frac{1}{2}$ t. vanilla

3. Add vanilla. Continue beating until the frosting is thick enough to spread.

Seven-Minute Frosting

$1\frac{1}{2}$ c. granulated or firmly
 packed light brown sugar
 $\frac{1}{4}$ t. cream of tartar
 $\frac{1}{3}$ c. cold water
 2 egg whites
 $\frac{1}{4}$ t. salt

For 2-layer cake

1. Into *double-boiler top* put these ingredients. Beat with a rotary beater until well mixed. Place over boiling water. Beat and cook for 7 minutes or until *peaks form* when beater is lifted.

$1\frac{1}{2}$ t. vanilla

2. Remove from over boiling water. Stir in vanilla. Continue occasional beating until thick enough to spread.

FOR A CHANGE: *Chocolate 7-Minute Frosting.* Follow recipe above. Melt over hot water 3 squares *unsweetened chocolate*. Cool. Stir (do not beat) into frosting just before spreading on cake.

Pie Crust. Just flour, salt, moisture, and shortening make pie crust. What a difference it makes how these ingredients are proportioned, measured, mixed, and baked!

Good pie crust is *tender, flaky, and golden brown*. Much fat and little moisture make it tender. The way of mixing makes it flaky; correct oven temperature and baking time make it golden brown.

Pies made with two crusts are more difficult for a beginner than a one-crust pie. In a two-crust pie, there is

more pastry to handle, and both the crust and filling are baked together. The moist filling may make the lower crust soggy or lacking in crispness. The crust and filling of a one-crust pie are usually made separately. After the crust is baked and the filling cooked, they are combined.

A method of making pie crust with cold water has been followed for years. Using hot water requires a different method. This method may prove more successful for the beginner.

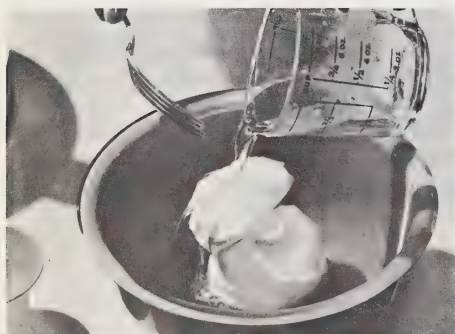
Pastry for One-Crust Pie

8-inch pie, 4-6 servings

Hot Water Method

425° F. oven

14-19 minutes



$\frac{1}{3}$ c. SOFT SHORTENING

2 T. + 2 t. BOILING WATER

1 t. MILK

Heat oven. In a mixing bowl put shortening, water, and milk. Tilt bowl and break up shortening with a fork or a knife.



With rapid strokes across bowl, whip until ingredients are blended and mixture is thick and smooth like whipped cream. The mixture should hold up in soft peaks when fork or knife is lifted.

1 c. SIFTED ALL-PURPOSE FLOUR

$\frac{1}{2}$ t. SALT

Pour flour and salt into sifter. Sift over shortening mixture.



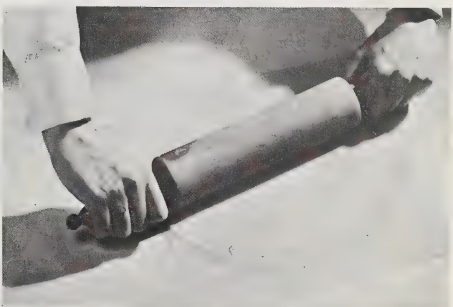
With vigorous round-the-bowl strokes, stir ingredients together to form dough. The dough should not cling to the bowl.



Take dough in the hands. Gently work it to form a smooth, flat round. It is now ready to roll out.



Between two 12 inch squares of wax paper, roll dough from centre out to form circle about as large as paper. Lift rolling pin after each stroke. If paper wrinkles, replace with fresh paper and continue rolling.





To place pastry into pan, peel off top paper. Put pastry (pastry side down) in pie pan. Gently remove other paper. Carefully fit pastry into pan. Trim edges with generous margin to allow for shrinkage and fluting. To flute edges, press dough between thumb and finger or mark with tines of fork. Prick pastry with fork to prevent puffing. Bake. Cool in pan.

Photographs, Spry Kitchens, Lever Brothers Company

For 9-inch Pie. Use: $\frac{1}{2}$ c. less 1 T. soft shortening, 3 T. boiling water, $\frac{1}{2}$ t. milk, $1\frac{1}{4}$ c. sifted flour, $\frac{1}{2}$ t. salt.

Spry Kitchen recipe

12-9. Different ways of shaping the edges of the pie crust add to the decorative appeal of a pie or pastry.

The Pillsbury Company



Delicious Apple Pie

4-6 servings

425° F. oven

50-60 minutes

Make an 8-inch pie crust. Then fill the *unbaked* pie crust with *Apple Crisp* mixture, page 74. Bake.

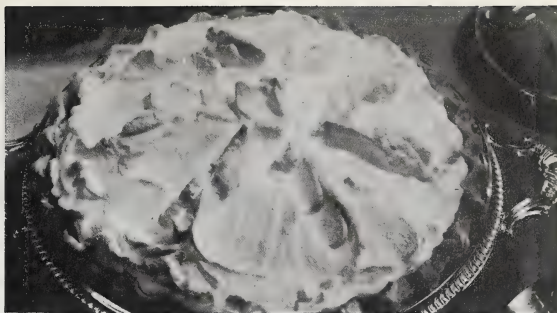


12-10. Apples make a delicious filling for a two-crust pie to be served in fall and winter.

Spry Kitchens, Lever Brothers Company

12-11. Compliments from family and guests greet this lemon pie. Lemons lend a refreshing flavour to the pie filling.

Corn Products Company



Lemon Meringue Pie * (A Quickie)

8-inch baked pie crust	1. Mix pie crust. <i>Bake and cool</i> , page 200.
1 can (15 oz.) sweetened condensed milk 2 egg yolks, unbeaten $\frac{1}{4}$ t. salt $\frac{1}{8}$ t. almond extract	2. Empty the can of milk into a bowl. Use rubber scraper to loosen milk from can. Add other ingredients. Mix thoroughly.
$\frac{1}{3}$ c. lemon juice	3. Add lemon juice. Mix well. Turn into baked, cooled crust.

* Adapted from a recipe by Borden.

Meringue Topping

<i>For 8-inch pie</i>	<i>400° F. oven</i>	<i>10-12 minutes</i>
2 egg whites $\frac{1}{4}$ t. cream of tartar	1. Beat these ingredients until foamy.	
$\frac{1}{4}$ c. sugar Dash salt 1 t. flavouring—vanilla or grated lemon rind	2. <i>Continue beating. Add sugar</i> a spoonful at a time. Add salt and flavouring. When the mixture is stiff, but not dry, put on top of pie covering the surface, but swirling to form points. Bake until delicately browned.	

Pies not Baked by Your Great Grandmother. Chiffon pies are always made with a crust *baked* and *cooled* before adding the filling. The filling is a *gelatin mixture* into which beaten *egg whites* are folded. This makes a delicate "chiffon like" mix-

ture. Although pie is an early Canadian dessert, your great grandmother probably never made a chiffon pie. In this recipe for a cream chiffon pie, the gelatin mixture is dissolved in a hot *custard* mixture. After cooling, beaten egg whites are folded in.



12-12. Berries, halved sweet cherries, or sliced peaches folded into the light chiffon pie filling is an easy summer dessert. Iced tea is a perfect accompaniment.

Spry Kitchens, Lever Brothers Company

Cream Chiffon Pie

6 servings

- 1 envelope unflavoured gelatin
 $\frac{1}{2}$ c. cold milk

- 1 c. light cream
 $\frac{1}{2}$ c. milk
 3 egg yolks
 $\frac{1}{4}$ t. salt
 $\frac{1}{3}$ c. sugar
 $\frac{1}{2}$ t. vanilla
 1 t. almond flavouring

1. Before making this filling, have ready a 9-inch baked and cooled crust. In a cup or other small container, *mix* these ingredients.

2. *Heat* cream, $\frac{1}{2}$ c. milk in double-boiler top. While heating cream and milk *drop* egg yolks in a bowl. Then *stir* in salt and sugar. *Stir part* of the scalded cream and milk into the egg mixture. Then *pour* this into the remainder of the cream in the double-boiler top. *Stir* and *cook* until the mixture coats the spoon as you did in making *Stirred Custard*, page 113. Remove double-boiler top from lower part. *Stir* in softened gelatin. *Dissolve* thoroughly. Also add flavouring materials. Chill until *slightly thickened*.

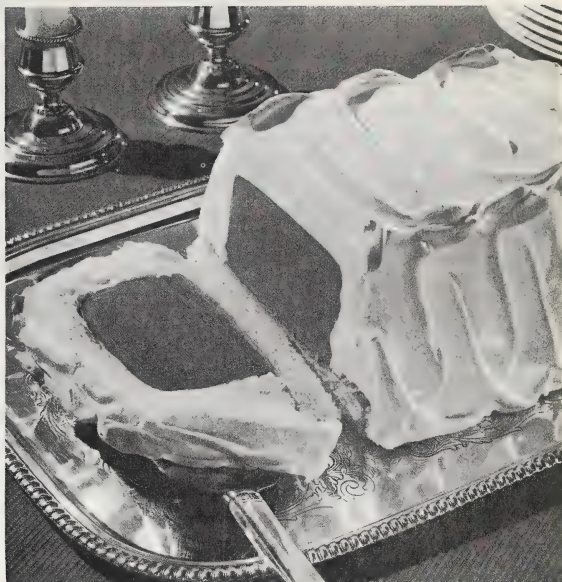
- 3 egg whites
 $\frac{1}{3}$ c. sugar
 Garnishes: toasted almonds
 or Jordan almonds

3. *Beat* egg whites and sugar as you did in making Meringue (page 203). *Fold* into chilled gelatin. *Pour* into baked and cooled 9-inch pie crust. *Chill*. When ready to serve, stick toasted almonds or Jordan almonds part way into the filling.

NOTE: Since this pie filling is made with cream, it needs no whipped cream for additional flavour or richness. *Without the pie crust, this filling makes a delicious dessert. Serve it in sherbet glasses.*

12-13. Meringue topping covers brick ice cream on a narrow layer of cake. It is baked until the meringue is delicately browned. This interesting variation of Baked Alaska may be tried by more experienced cooks.

The Borden Company



Cakes and Pies

Suggestions for making cakes, frostings and pies:

1. **Cake:** Your lessons in cookie making should help you in learning how to make cakes. With some practice in making cookies, you may be able to make cupcakes without having a cake demonstration. Cakes must be mixed and baked on the same day. They can be frosted the following day. If it is more convenient to frost the cakes on the next day, store cakes in a tightly covered tin box over night.

2. **Birthday Cakes:** After you have learned to make cakes, you may wish to make birthday cakes, honouring those girls who have birthdays during the month or semester. Try tinting the frosting of the cakes and use candles of harmonizing colour. Plan your colour scheme and form of decoration.

Serve the cake with *fruit juice, milk, cocoa, or chocolate.*

3. **One-crust Pies:** Before you make a pie, a pastry-making demonstration may be helpful. Make and bake pie crust one day. The following day make the filling for *Lemon Meringue Pie*. Serve the pie on a dessert plate so that the point of the pie is toward the edge of table. Also, a fork will be placed at the right of each dessert plate.

Later, bake the *other pies* given on page 204. Since you have had experience in baking pie, plan the order of work, for each day's baking.

FOR YOU TO DO

1. If your family likes cake baked once a week, make a cake each week-end or when convenient. If this is not a custom in your home, discuss weekly cake baking with your mother. Your family may be delighted to have you do this.

2. Wishing to make a cake, Betty finds these items in the refrigerator and kitchen cupboard:

Baking powder	Salt
Eggs	Soft shortening
Flour	Spices
Milk	Sugar

Using these ingredients which *two* methods of mixing cakes could she follow?

3. Class bake a Chocolate Quick-mix Cake following the recipe (page 196) and another using a commercial Chocolate Cake-mix. Compare the two cakes as to flavour, texture, and cost. Also compare the keeping qualities of the two cakes. Which retains moisture longer? Note difference in preparation time.

4. If you chill pie dough, what change takes place that makes the dough easier to roll out?

5. Typical Canadian desserts are pie and ice cream. Suggest favourite desserts of your family which have come to you from other countries. If time permits, your class may wish to try some of the recipes pupils bring from home.

OTHER BOOKS TO READ

Better Homes and Gardens, *New Cook Book*, Chapters 5, 10, and 15, General Publishing.

Betty Crocker, *Picture Cook Book* (Revised), Cake, Dessert and Pie Sections, McGraw Hill.

Betty Crocker, *Good and Easy Cook Book*, Musson Book Co.

Wattie and Donaldson, *Canadian Cook Book*, Ryerson Press, Toronto, Ontario.



The International Silver Company

The Setting for Your Meals

What a Pretty Table! You may not paint pictures on canvas, but you can create eye-catching pictures on a dining table. By using *linen*, *dishes*, *silver*, *glassware*, *food*, and perhaps *flowers* or *fruits* you can create a *thing of beauty*. Your table-setting articles may not be luxurious, but if they are harmonious in colour and texture, and arranged in an orderly manner convenient for use, you have made a picture.

Fine textured table coverings, choice china, sparkling glassware, and beautiful silver go together and are suitable for formal service. The coarser wares and fabrics are appropriate for informal use. For correct table service, the two types should not be combined.

Table Coverings. Besides *linen*, such materials as *cotton* — *plain* or *mercerized* — *rayon*, *plastic* and *bamboo* are used for tablecloths or place mats. Also, pastel and deeply coloured table coverings are popular. Sheer materials — handkerchief linen and organdy — as well as lace are used for special occasions. For festive occasions table coverings with metallic threads add brilliance to a table.

For years *damask table linens* have been used. Damask linens have a satiny, patterned surface made by weaving. Fine damask linen has a lustre and feel that suggests elegance. But not all damask table coverings are made of linen. Mercerized cotton, rayon, and cotton mixtures may be of damask weave. A good quality rayon and cotton damask is also lustrous.



13-1. Pottery or earthenware dishes combine attractively with silverware on a buffet table set for an informal Sunday supper.

The Gorham Company

Tablecloths, runners, and place mats are often made of linen *crash*. Crash may be plain or printed. A finer type of crash is known as *art linen* or *round thread linen* (See page 324). In buying table coverings notice whether the threads are closely woven. Also notice whether the material is *sized* with a substance to make it seem heavier. (See page 334).

Dishes for the Table. Dishes add to the beauty of a table. Many are made from clay mixed with other materials shaped, and baked or "fired." A coating of a thin clay mixture known as *glaze* is applied and fired.

There are three types of dishes made from clay: (1) pottery, (2) earthenware, and (3) china. *Pottery* dishes are coarse but often colourful. Since they are not baked at as high a temperature as finer ware, they break more readily. Pottery dishes are opaque. *Earthenware* is finer than pottery. Many of the dishes advertised as dinnerware are earthenware. Like pottery, earthenware is opaque. *China* is a much prized ware. (Figure 13-2 shows china to be translucent.) A good quality of china is durable and does not chip readily. *Bone china* made largely in England is so named because the ashes of bones are added



13-2. Only fine china is translucent. If, when you hold a plate up to the light, you can see the outline of your fingers through the plate, you know that the plate is translucent.

Syracuse China Corporation

13-3. When tapped lightly with a fingernail, fine glassware gives off a clear, ringing sound. Fine crystal goblets sparkle.

Fostoria Glass Company



to the clay mixture used in making this fine china.

Dishes, white or coloured, are often decorated with bands, borders or flower sprays. The decoration may be applied to a dish before glazing or after glazing. Underglaze decorations are less clear and distinct but are more durable than overglaze.

For centuries, dishes fashioned from clay have been made. Now some dishes are made of plastic. Plastic dishes are not as easily broken as those made from clay. For informal service, they are popular.

Glassware. The most beautiful glass sparkles. Cheaper glass is not as lustrous. The quality, shape, design, and colour of glassware determine its suitability for formal or everyday use. Tumblers are most often used for family meals; goblets for more formal meals.

A modern type of glass dishes is made in sets. These are rugged enough for hot foods and beverages.

Table Silver. Sterling silver sometimes called "solid silver" is not pure

silver. A small percent of copper is added for durability. *Plated silver* is made by coating a metal such as nickel or German silver with silver. Its durability depends largely upon the thickness or weight of the coating.

Some are finding that *stainless steel* flatware is satisfactory for family meals and informal service.

Placing the Table Covering. All table coverings as well as other items used on a table should be clean, without wrinkles and placed straight. In general, the lines formed by linen should run either lengthwise or crosswise. If a tablecloth is used, the centre lengthwise crease should be in the exact centre of the table; if a place mat, the longer edge parallel to the edge of a square or oblong table. A pad of asbestos or cloth underneath table linen makes the linen look better and feel better. Under mats of lace or of open-work embroidery, leatherette pads or padding of flannelette the colour of wood—tan, dark brown or dark red—may be



13-4. Flatware and hollow ware grace a formal dining table. A figurine is placed at the end of the table to complete the centre-piece arrangement.

The International Silver Company

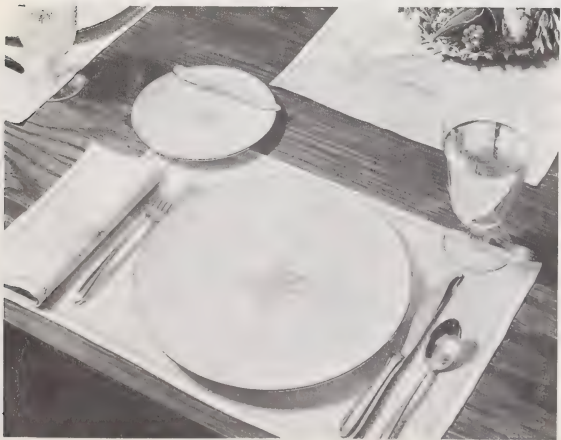
used. However, lace place mats and tablecloths are often used without an underlining.

The Centrepiece. Well - arranged flowers, fruits, or vegetables add beauty and charm to a dining table. If a centrepiece is used on a table around which family or guests are seated, make a *low* and not too large arrangement. *Higher* arrangements may be used on a tea table. (See pages 451-455 for suggestions for flower arrangements.)

Often for special occasions pottery pieces such as figurines make novel

table decorations. A table decoration need not be placed in the centre of the table. The decoration may be placed at one end of the table. If they really serve in lighting the table, use candles for an evening meal. At school affairs lighted candles may be prohibited because of fire laws.

Setting the Table. The space required for plate, knife, fork, spoon, and all other articles including the linen placed on the table for each person is called a *cover*. For each cover allow 20 to 24 inches. The number of forks, spoons, and other articles depends upon the menu. As



13-5. Belgian oyster linen place mats serve as the base for each place setting. Only as much silver as is needed for the meal is used at each place.

Lenox, Incorporated

13-6. Serving silver is placed at the host's or hostess' place. Either or both may serve food at the table when the meal is family style.

The International Silver Company



you set the table, think of the items needed for each food to be served. In setting a cover, put a *plate* in the centre of the space for each person. The size of plate depends upon the type of meal. (Figure 13-7.) Place the *flat silver* 1 inch from table edge on both sides of the plate. Place knives and spoons on the right; forks on the left. A napkin may be folded rectangularly and placed to the left of the fork. (Figure 13-5.)

If the host and hostess serve food at the table, place silver for serving at their covers. (Figure 13-6 shows placement of serving pieces.)

13-7. Choose the right size plate for your meal. Pictured are a salad or dessert plate, a luncheon plate, and a dinner plate; missing, a bread and butter plate. The size in actual inches varies slightly according to the manufacturer.

Josiah Wedgwood and Sons, Incorporated

Placing Food on the Table. For informal service, place jellies, preserves, salad dressing, pickles, other relishes, bread and butter, and cream and sugar on the table before the family and guests are seated. However, reserve chilled pickles and crisp relishes such as radishes for last-minute placement. They are better if served cold.

For convenient service, there should be at least half as many *salt* and *pepper shakers* as persons at the table. Each set should be placed so that it can be used conveniently by two persons.





13-8. Silver is placed at each setting in the order in which it is to be used. The silver used first is placed farthest from the plate. Goblet or tumbler is placed at the tip of the knife; bread and butter plate at tip of the fork.

The Gorham Company

Fill *water* and *milk* glasses just before guests or family members are seated.

If a *cold* appetizer such as a fruit cup or fruit juice is served, place it at each cover just *before* the meal is served. When a *hot* food such as soup is served first, place it at each cover *after* the family or guests are seated.

No longer are sauce dishes used for serving vegetables except such vegetables as stewed tomatoes. *The foods of a main course* (except bread) *are placed on the dinner or luncheon plate.* If salad is served with the main course, it may be placed on a separate plate. In case it is a main dish salad, serve it with other foods on the luncheon or supper plate.

A Family Meal, Family Served. Reserved seats for dad and mom at the head and foot of the dining table! This is the usual custom whether the meal is family or company. The rest of the family is seated along the sides. In most homes a family meal

is a family meal indeed; there are no servants to help.

For *family or informal service*, bring foods to the table in general serving dishes. Then, while seated at the table, each person is served his individual portion. Dad serves the main course. Mom serves the cereal and beverage (if a breakfast); salad, dessert, and beverage (if a lunch, supper, or dinner). Family members, including the boys, should do their share. Teen-agers can help a great deal by bringing food to the table, filling water glasses before and during a meal, making necessary trips to the kitchen or kitchen stove.

A meal may be served comfortably for the entire family, including mother, if good planning precedes the serving. For a family meal, there are at least three things that should be kept in mind:

(1) *Place as many dishes and as much food as possible on the table before the family is seated.* No item should be forgotten.

13-9. This young miss is learning to fill milk glasses at the table. When she gains more experience, she will be able to pour the milk without touching the glass with her left hand.

H. Armstrong Roberts



(2) *Make as few trips as possible between the dining-room or dining corner and kitchen, stove or refrigerator, especially when the meal is being served.*

(3) When serving a meal, *never go empty-handed on the trips between kitchen and dining table.* If you carry soiled dishes from the dining table to the kitchen, return with something to complete the meal.

Just before the meal is announced, bring hot foods in *hot covered* dishes and beverages in *hot pots* to the table; these foods will keep warm while the family eats an appetizer if one is served. Each one may then

set his dish aside, and the other foods may be served without a trip to the kitchen. When leaving the table to help serve, place your napkin, partly folded, at the left of your cover. To avoid a cluttered look, remove the soiled plate at each cover before serving the dessert.

Family Style Is Gracious. The host carving a roast and the hostess serving the beverage add a friendly, gracious touch to a meal. Many families use this style of service for both family and company meals.

There are *two ways* of serving a meal family style. If there is some one to wait on table, she carries the

13-10. Some china service is oven-proof. The same casserole and vegetable dishes may be used to serve the food as well as cook the foods.

Syracuse China Corporation





The Gorham Company

13-11. It is correct to place the napkins either on the plate or to the left of the fork. Before a formal dinner, the napkin is placed on the plate. Place cards may be used.

plates of food, served by the host or hostess, to each cover. In the second way, the plates served by the host or hostess are passed from one person seated at the table to another.

Formal Style of Serving. Today smaller homes and fewer persons doing domestic work have affected ways of entertaining. In many homes there is less formal serving of meals. However, it is well for a teen-ager to learn formal ways of table service. If she gracefully and efficiently helps her mother in serving a company luncheon or dinner, her mother will doubtless be grateful for and proud of her efforts. Guests will admire her efficiency.

A *formal style* of service differs from family style in that *the food is divided into serving-sized portions in*

the kitchen. After this, it may be carried to the guests and family in one of two ways.

(1) Put each individual portion on a separate plate in the kitchen and then place the plate before the guest in the dining-room. For example, a slice of roast beef, a serving each of mashed potatoes and creamed asparagus are placed on a dinner plate; then the filled plate is placed at each cover on the dining table.

(2) Instead of putting individual portions of food on individual plates, put them on platters or other general serving dishes and pass them to each guest. For instance, a platter of chicken pieces is offered to each guest. That person will lift a piece of chicken from the platter to his own dinner plate.

Mixing Food-Serving Styles. If you wish, vary styles of serving food. Use one style for one course and another style for the next. For example, put a bowl of soup and a plate of salad at each cover. Serve the meat and vegetables family style. Using different styles of serving is often more convenient than following only one style. A combination of ways of serving is known as the *compromise style*.

Which Side? As you pass a plate of rolls or place a cup of tea or coffee, at which side of the guest or person seated at the table should you go? The eater's comfort and ease of serving give the answer. Since a person at a dining table uses his right arm more than his left, *pass or place* dishes to the *left*. There is one exception to this rule. Place a cup of

coffee or other beverage at his *right* side, since he lifts a cup with his right hand.

Remove soiled dishes from the *left* side except when removing dishes that are on the guest's right side. In that case, remove dishes from the right side to avoid reaching across in front of a guest. This you should never, never do.

More about Table Service. Before a meal is served, place chairs so that the chairs will need little or no shifting when a person is seated.

Whom shall you *serve first* — the *hostess* or *guests*? Although it is contrary to the custom in many homes, etiquette authorities agree that the lady guest of honour or the most important lady at the table should be served first. In case all the guests are men, the hostess is the first served. After service begins, the guests are served in order of their seats at the table.

Carry no tray to the dining table except a very small one such as is used for a creamer and sugar. To save steps, use a wheel tray, or bring a large tray full of food from the kitchen but place it on a serving table. Without the aid of a tray, carry the dishes to the dining table. To do this, place a folded napkin on your hand and rest a dish of food on top of the napkin. Hold the dish firmly in your hand, and, if necessary, use your other hand.

Refill water glasses without lifting glasses from table.

The *salad dressing* may be served in either of two ways: (1) a spoonful



Jane and Steven Coons.

13-12. Dessert and beverage teaspoons not in use are placed on underlining plate and saucer, a safer placement for both eater and waitress.

may be placed on each salad portion when the salad is arranged on the plate; or (2) the dressing may be put into a general serving bowl and passed so that each guest may help himself. The latter is preferable for formal service.

At the *close of each course*, any dish which will not be used in finishing the meal should be removed. Just before the dessert course, most of the dishes should be taken from the table, for the table is usually crumbed to remove all food particles. Remove soiled dishes; next, relish dishes and serving dishes. For formal service, soiled dishes are not stacked in removing them from the dining table. If carried to a serving table, dishes may be piled neatly and quietly to take to the kitchen. For less formal service, remove the luncheon or dinner plate with your left hand



13-13. It is good to know how to use a finger bowl. Finger bowls are often used after boiled or broiled lobster has been served or after a dessert course of fresh fruit. Hot water is used in the finger bowl after the fish course; cold water after the dessert course.

Jane and Steven Coons.

and put it in your right hand. Place the salad plate on top of this large plate. Then remove the bread and butter plate. Never *stack dishes* in front of a person at the dining table. Finally, remove clean dishes and other articles used for one course only.

Because some foods are eaten from the fingers, *finger bowls* are sometimes used at the dining table. If they are used, provide a finger bowl for each person at the table. Finger bowls are especially desirable when fresh fruit is served whole. In using, dip finger tips, one hand at a time. Dry them on your napkin.

Afternoon Tea. Arranging an Afternoon Tea is a pleasant way of bringing friends together or acquainting them with each other. To gain experience, it may be well first to plan a Tea attended only by members of your class. Later, you may wish to have a Tea for your mothers, dads (if they can come) and teachers.

At a *formal* Tea, tea is often served at one end of table and coffee or chocolate at the other. Servers are usually responsible for looking after the guests. Each guest is asked her preference of beverage and after it has been handed to her along with a serviette, sandwiches are offered to her. Sandwiches may be passed two or three times and then the cakes are passed. Chairs are usually arranged in groups in the room.

When the guest has finished the server removes her cup to a side table or to the kitchen.

A Tea at Home. Having more time to visit because of fewer guests may make an *informal* Tea given in your home a delightful occasion. At such a Tea, the beverage, hot in winter, iced in summer, is usually served in the recreation room, living-room, porch, or garden. Bring the beverage, other refreshments and dishes on a large tray and place it on a coffee table or card table. An iced drink is often served from a punch bowl. The

13-14. Service for an informal Tea at home may be set on a small table convenient to the hostess and guests. A small flower arrangement compliments the tea service as decoration.

The Gorham Company



hostess usually pours or ladles the beverage. Her friends may assist.

If the Tea is more formal and there are many guests, the hostess asks a friend to see that the guests go to the tea table in small groups so that there will not be too many to serve at one time. The persons assisting the hostess also see that everyone is served.

Party Sandwiches. With tea or other beverage, party sandwiches are commonly served. Party sandwiches differ mainly from lunch-box sandwiches (page 105) as follows: (1) Bread is cut thinner, $\frac{1}{4}$ inch or less, (2) Crusts are removed. (3) Sandwiches are often cut into fancy shapes. (4) They may be made with only one layer of bread topped with sandwich filling, usually garnished. (5) The smaller size, fancy shapes, and garnishes of party sandwiches lengthen preparation time.

It is a saving of butter and filling to remove the crusts before the bread is spread. Unless the bread is close-grained or firm enough to hold its shape, this method is not practical.

If the bread is sliced very thinly, it may be necessary to spread it with butter before cutting.

For dainty sandwiches, bread slices are usually cut in two to form *rectangles* or *triangles* or cut into *unusual shapes* with a cookie cutter. For fancy-shaped sandwiches the bread may be cut more economically if the loaf is sliced lengthwise rather than crosswise.

To keep sandwiches from drying in the time between preparation and service, cover them with waxed paper, and over the top spread a slightly dampened napkin or tea towel.

As with the more hearty sandwiches, different kinds of breads and varied fillings may be used for party sandwiches. Some of the fillings given on page 105 are suitable for sandwiches served at Afternoon Teas or other parties. Some special recipes for party sandwiches follow.

Canapés. Canapés are sandwiches made with the filling uncovered. They are usually most attractive. Garnishes add to their attractiveness.



13-15. Dainty sandwiches, cookies, nuts and candies are featured at afternoon teas. Foods form part of the decoration for a tea table.

The Gorham Company

Ribbon Sandwiches. These add interest to a plate of assorted sandwiches (Figure 13-15). You might try:

- (1) (a) Cooked chicken or boiled ham with chopped pickle mixed with mayonnaise.
- (b) Cooked asparagus (5 tips) placed side by side lengthwise on the bread, which has been spread with cream cheese, tinted green. (First dip the tips into French dressing or spread with mayonnaise.)
- (2) (a) Tuna fish with chopped celery or cucumber mixed with mayonnaise.
- (b) Cream cheese and finely snipped parsley or watercress.

Rolled Sandwiches. Use fresh, fine-grained bread for rolled sandwiches. Spread a thin slice with creamed butter or cream cheese mixed with parsley or watercress, or chopped boiled ham mixed with mayonnaise dressing. Roll tightly. Fasten with a toothpick. Wrap in waxed paper; then in dampened cloth. Place in refrigerator

for at least *one-half hour*. Remove toothpicks. Insert a small sprig of watercress or parsley in the end of each. Serve at once. Thin slices of Canadian cheese may be used for the filling of rolled sandwiches. Such sandwiches are delicious if toasted just before serving.

A Pair of Tea Sweets. Contrasting in colour, shape, texture and flavour, *Marguerites* and *Chocolate-Cocoanut Balls* are tempting sweets to serve at an afternoon tea. They are easy to make and a thrifty combination, too. An egg white is used for one and an egg yolk for the other.

Afternoon Tea Beverages. Tea is the beverage most often served at Afternoon Tea, but other beverages are also popular, such as coffee for adults (page 100) and Party Cocoa, (page 100). Chocolate, which is richer than cocoa, is sometimes preferred.

Tips about Tea. (1) Have a clean, hot pottery, china, or heat-resistant glass teapot. (2) Use freshly drawn

cold water heated to boiling point. Air is expelled from water boiled for some time resulting in a flat taste. (3) Let the tea leaves *steep*, that is, remain in the boiling water not over 5 minutes, preferably for three min-

utes. *Never boil tea.* Tea boiled or steeped too long tastes bitter because *tannin*, the bitter substance in tea, is drawn from the leaves rapidly after 3 minutes of steeping. (4) Strain the steeped tea into a hot teapot.

Tea

Use 1 to 2 t. tea leaves for each measuring cup of *freshly* boiled water. In using loose tea leaves, 2 utensils are needed—a glass or enamel saucepan with a cover in which the leaves are steeped, and a teapot. Heat both utensils by rinsing with boiling water. Put the leaves into the saucepan. Add boiling hot water. Cover, let stand 3 *minutes*. Strain into the teapot. Serve at once with lemon or cream and sugar. Tea bags may be used instead of loose leaves, but tea bags are more costly. However, tea bags and instant tea simplify tea making.

Marguerites

3 dozen
Frosting
Salted wafers—
about $\frac{1}{4}$ lb.
1 c. walnut meats

400° F. oven

15-20 minutes

1. Make Frosting in Electric Mixer, or 7-Minute Frosting, page 199. Spread on salted wafers. Place a half walnut meat on top of each wafer. Bake until delicately browned.
-

Chocolate-Cocoanut Balls

$\frac{1}{2}$ c. cake flour
 $\frac{2}{3}$ c. sugar
 $\frac{1}{8}$ t. salt
 $1\frac{1}{2}$ squares unsweetened
chocolate, not grated
1 egg yolk, unbeaten
2 T. butter or margarine
 $\frac{1}{2}$ c. milk

2 dozen

1. Put these ingredients into a saucepan. *Mix thoroughly.* Stir and cook over *low* heat until the mixture boils. Then continue stirring and boiling for 1 *minute*. When thickened, the mixture will not look smooth.

$\frac{1}{2}$ c. chopped nut meats
1 t. vanilla

2. Remove from heat and stir in these ingredients. Chill.

3 or 4 ounces packaged
cocoanut (not moist type)

3. Chop cocoanut. When the chocolate mixture is cool, shape into balls about 1 inch in diameter. Roll balls in cocoanut.
-

Hot Chocolate

6 servings

2 squares (ounces)
unsweetened chocolate
1 c. boiling water
(No need to cut chocolate
into bits.)

3 c. milk
 $\frac{1}{2}$ c. sugar
 $\frac{1}{4}$ t. salt
1 t. vanilla

Garnish: Whipped cream or
marshmallows

1. Put these in double-boiler top. Apply *low heat directly* to double-boiler top. *Stir and heat* until the mixture boils and is smooth.
 2. Insert the double-boiler top into the lower part containing hot water. Slowly add the milk to the chocolate mixture, stirring while heating. Then add the remaining ingredients. Before serving, beat to break film on surface. Serve hot. Garnish if you wish.
-

13-16. A well-organized buffet table allows the hostess to enjoy the meal with her guests. China, silver, and food are set on the table so that guests may progress in a straight line in front of the buffet spread. The centrepiece is effectively set at the beverage end of the table. Covered serving dishes are ready for casseroles or foods to be served hot.

Towle Silversmiths



Decide upon the day, hour, and guests for the Tea. Also decide upon the refreshments you will serve at the Tea. Then make a list of the (a) linen, (b) china, (c) silver, and (d) glassware needed for serving the Tea. Also decide upon the centrepiece or other table decorations.

As for any kind of party, make plans carefully for a Tea. Select those who will:

- | | |
|---------------------------------------|--------------------------------------|
| 1. Issue invitations | 6. Pour the tea or other beverage |
| 2. Plan and prepare refreshments | 7. See that all are served |
| 3. Order supplies | 8. Keep beverage pots filled |
| 4. Greet the guests | 9. Refill sandwich and cookie plates |
| 5. Set the table, arrange centrepiece | 10. Clean up |

Here are some suggestions that may help you in planning refreshments.

For a Class Tea you may wish to serve Party Cocoa (page 100) or Chocolate (page 220) instead of plain tea. Or you may prefer Spiced Tea.

If you invite guests to your Tea, you may decide to serve both Tea and Coffee or Chocolate.

For tea accompaniments you could serve Assorted Sandwiches (page 218) or Party Puffs (page 176), Marguerites and Chocolate-Cocoanut Balls (page 219).

The filling for Sandwiches, Party Puff shells and filling, and the Tea Sweets may be prepared the day before the Tea is to take place.

FOR YOU TO DO

1. When eating from pottery dishes in the breakfast nook, Ann's mother remarked that she needed new table linen for that room. For a birthday present for her mother Ann selected a fine linen damask tablecloth. Do you think she made a wise purchase? Explain.

2. Most manufacturers place their name or trademark on the bottom of a dish. It would be interesting to examine a collection of dishes. If your mother approves, bring to class a piece of either

china, earthenware or pottery, which is stamped on the back so you can identify it.

3. Volunteers get names and pictures of well-known British and American makes of china and earthenware dishes to use for reference. Post these on the bulletin board.

4. Arrange a bulletin board display of table setting such as you might follow at home.

5. Plan a breakfast menu following the pattern on page 85. Then make a list of the: (a) linen, (b) china, (c) silver, (d) glassware, (e) food (and dish in which served) that should be placed on the table before the meal is served. List the food and containers that should be in the kitchen when the meal is announced.

6. In *your home*, set the table each evening for a week. Each time note the number of minutes you used. Think how you can cut down the number of trips from cupboard or refrigerator to the dining table. Make a sincere effort to shorten the time, but do your work well. Each pupil report in class what she did to improve her work.

7. After you have had your *Afternoon Tea*, discuss its good points and faults if any. Appoint a secretary to record suggestions or improvement. In

your discussion include these points:

- a. Were the foods well prepared? If not, what can be done to improve them the next time you serve them?
- b. Were any mistakes made in serving the Tea? If so, what could be done to make another Tea run more smoothly?

The next time your class has a Tea or you give one at home, refer to the suggestions for improvement.

8. Plan refreshments and table decorations for an Afternoon Tea to be given in the summer. Plan refreshments and table decorations for a Tea to be given on St. Patrick's Day.

9. If your mother is entertaining her club or other friends, help prepare and serve refreshments.

OTHER BOOKS AND BOOKLETS TO READ

McLEAN, *Meal Planning and Table Service* (Revised), Chapter 3, Copp Clark.

Robin Hood Flour Mills Limited, Leaflet: *The Art of Table Setting*, Montreal, Quebec.

Sears, Roebuck and Company, *The Story of Table Service*, Chicago.

VAN DUZER and Others, *A Girl's Daily Life* (Revised), Unit 13, Section 2, Longmans, Green.



Kelvinator

Foods for Days Ahead

Shock Treatment Saves Foods.

How wilted and gray garden plants look after the first frost of fall! In contrast to this, the packaged frozen fruits and vegetables we find at market have retained their colour, shape, and flavour. The reason is that the latter have been *quickly* frozen; the former, *slowly* frozen. If food is given a shock treatment—subjected to a *low* temperature (usually below 0° F.)—it changes very little if any, in texture, in colour, or in taste.

How to Quick-Freeze Fruits. Steps in quick-freezing fruits at home are:

(1) *Select the right kind.* Write to your Provincial Department of Agriculture for a list of foods that give good results. Tree-ripened or vine-ripened fruit is best. Fruit must be in *perfect* condition, ripe but not over-ripe.

(2) *Freeze no more than the manufacturer recommends* for the size of your freezer. If you are a beginner, freeze only 3 quarts at a time.

(3) *The less time from garden or orchard to freezer, the better.* Work quickly; work carefully to avoid bruising fruit.

(4) *Wash fruits thoroughly* in very cold or ice water. If washed in a bowl, lift fruits out of water to avoid dirt draining back on the food. Place *small* fruits (about a quart at a time) in a colander to wash. To *drain*, place fruits (one layer deep) on trays lined with several thicknesses of paper towelling.

(5) Remove stems, caps, or pits from small fruits. Peel large fruits.

(6) *Mix either dry sugar or syrup with most fruits.* If dry sugar is used,



14-1. The containers for canned vegetables and fruits vary according to the equipment. Glass jars are more commonly used in home canning nowadays for few homes and schools have the sealer necessary for tin cans. It is easier to check food spoilage in glass jars.

Mirro Aluminum Company

mix it well with the fruit. Make syrup *ahead of time* so it can be chilled before using. Boil sugar mixture, then chill. To *prevent discolouring* of fruits such as peaches, add $\frac{1}{2}$ teaspoon ascorbic acid to each quart (5 cups) of syrup. There are preparations containing ascorbic acid. Use them according to directions.

(7) *Select containers adapted for low temperatures*, such as moisture-vapour-resistant bags and sheets, heavily waxed cartons made especially for freezing, and plastic and glass freezer jars. Do not use household waxed paper, ordinary aluminum foil, nor ice cream cartons. Packaging materials and containers for freezing foods must not only be *moisture proof* or moisture resistant but also *vapour resistant* so there can

be no loss or mixing of flavours. Scald freezer jars and lids. (Ordinary canning jars may be used for juices but are not satisfactory for solid foods because of small tops.)

When filling containers allow the following head space:

Liquid pack: wide top opening,
pint— $\frac{1}{2}$ inch; quart
—1 inch.
narrow top opening,
pint— $\frac{3}{4}$ inch; quart
—1 $\frac{1}{2}$ inches.

Dry pack: all types of openings— $\frac{1}{2}$ inch.

(8) *Seal the lids of glass freezer jars tightly* using a rubber ring. To heat-seal polyethylene or pliofilm bags, press out air from top of bag, place a strip of freezer tape over the

edges to be sealed, and press with a warm (not hot) iron.

(9) After packaging, *label and date using special pencil or write-on-tape. Freeze at once.* If there is delay in getting containers into the

freezer, place them in the refrigerator. If freezing is to be done at a locker plant, rush packages to the plant, protecting them with newspapers. Remove the newspapers before storing the foods in the locker.

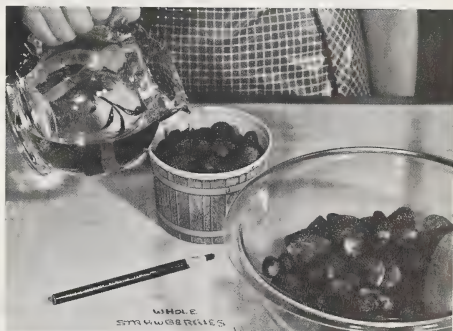
FREEZING STRAWBERRIES

Select firm, ripe, red berries, somewhat tart. About $\frac{2}{3}$ quart fresh berries is needed for each pint frozen. Sort according to size. Put a few at a time into wire basket. Lower basket into ice water to wash. Drain. Remove caps with huller or sharp knife. Place on paper-lined trays to drain.

Slice large berries into mixing bowl. Add dry sugar— $\frac{1}{4}$ c. to each quart berries. Mix thoroughly. Or slice directly into freezing container, layer at a time. Sprinkle each layer with sugar. Leave $\frac{1}{2}$ inch head space. Seal, label, freeze.

Have ready chilled syrup— $4\frac{3}{4}$ c. sugar to 4 c. water. Put smaller berries whole into container. Add chilled syrup to cover. Leave $\frac{1}{2}$ inch head space in pint container with wide top opening. Put small piece crumpled parchment paper on top of berries. Press berries into juice. Seal, label, freeze.

Photographs Courtesy, General Electric Company



DIRECTIONS FOR FREEZING FRUITS*

<i>Fruit</i>	<i>Preparation</i>	<i>Method of Packing</i>
Apricots	Choose firm, ripe apricots. Wash but do not blanch. For use in puddings cut into halves and pit. For use in pies cut into quarters and pit.	Pack in cold thin syrup to cover. Add ½ tsp. ascorbic acid to each quart of syrup to prevent darkening. Pack in dry sugar, using 5 cups prepared fruit to 1 cup of sugar.
Blueberries	Choose well ripened berries and wash.	Pack without sugar or syrup OR Pack in dry sugar using 6½ cups prepared fruit to 1 cup of sugar.
Cherries (sour)	Choose firm, ripe cherries. Wash, stem and pit.	Pack in dry sugar, using 4½ cups prepared fruit to 1 cup of sugar OR Pack in cold, heavy syrup to cover.
Currants Cranberries Saskatoons	Stem and wash.	Pack without sugar or syrup.
Gooseberries	Stem and wash.	Pack without sugar or syrup OR Pack in dry sugar, using 4½ cups prepared fruit to 1 cup of sugar.
Peaches	Choose firm, ripe peaches. Dip in boiling water ½ to 1 minute then in cold water. Remove skins and pits. Slice fruit directly into syrup in containers.	Pack in cold moderately thin syrup to cover. Add ½ tsp. ascorbic acid to each quart of syrup.
Plums	Choose firm, mature fruit. Wash, halve and pit.	Pack in dry sugar, using 6½ cups prepared fruit to 1 cup sugar OR Pack in cold, thin syrup to cover.
Raspberries	Choose firm, fully ripe berries. Pick over and wash if necessary.	Pack in dry sugar, using 8 cups fruit to 1 cup sugar OR Pack in cold, thin syrup to cover.
Rhubarb	Choose tender rhubarb of good colour. Wash and cut stalks in 1 inch lengths.	Pack without sugar OR Pack in dry sugar, using 5½ cups prepared fruit to 1 cup sugar.
Strawberries	Choose firm, fully ripe berries. Wash, sort and hull.	Pack in dry sugar, using 6 cups prepared fruit to 1 cup sugar OR Pack in cold, medium syrup to cover.

* Adapted from Canada Department of Agriculture publication 892, *Freezing Foods*.

NOTE: Proportions for syrups used in above directions are as follows: (see next page).

DIRECTIONS FOR FREEZING FRUITS* (continued)

NOTE: Proportions for syrups used in above directions are as follows:

Thin syrup—1 c. sugar to 2 c. water.

Moderately thin syrup—1 c. sugar to 1½ c. water.

Medium syrup—1 c. sugar to 1 c. water.

Heavy syrup—1 c. sugar to ¾ c. water.

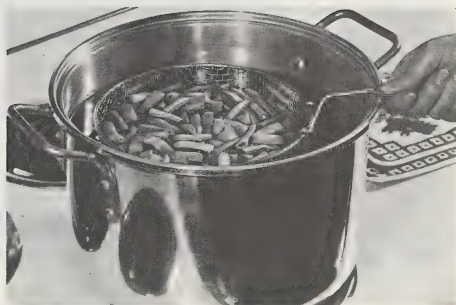
FREEZING GREEN OR YELLOW SNAP BEANS

Select young, tender beans. About $\frac{2}{3}$ to 1 pound are needed for each pint frozen. Wash, cut off ends. Then cut into 1 or 2 inch pieces. Place about 1 pound beans in wire basket. Lower into large kettle boiling water. Cover kettle. Keep beans under boiling water 3 minutes, 1 minute longer if 5000 feet or more above sea level.

Chill beans by placing on ice in sink and running cold water on them. Or lower beans into large container ice water, using about pound ice for each pound beans. If ice is not available, place beans under cold running water until cool. About the same time is required to cool beans as to heat them.

Drain on rack covered with folded towel or on paper-lined trays. Pack into freezing container. Leave $\frac{1}{2}$ inch headspace. Seal, label, freeze.

Photographs Courtesy, General Electric Company





Ball Brothers Company, Incorporated

14-2. Tomatoes are unsuitable for freezing. They have a natural acid which makes them suitable for canning. Tomatoes should be uniformly ripened and firm to obtain best results. There is a variety of ways to prepare tomatoes for canning depending upon menu preference: tomatoes for general recipe use, tomato juice, tomato preserves, and stewed tomatoes.

Freezing Vegetables. The same care should be taken in selecting, washing, preparing, and packaging vegetables for freezing as for fruits. Vegetables, unlike most fruits, require *blanching* before freezing to retard or stop the action of *enzymes* (defined on page 79). Enzymes may affect the colour, flavour, and texture of vegetables and fruits. Blanch by steaming or by immersing in boiling water and then chilling. *Boiling-water blanching* is satisfactory for most vegetables. For a few vegetables steaming is recommended.

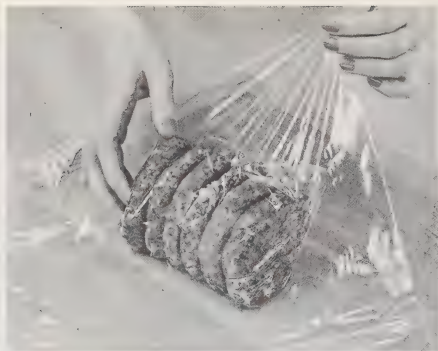
To *blanch vegetables in boiling water*, use a large kettle. In the kettle boil a gallon or more of water. Place

about 1 pound of the prepared vegetable in a wire basket or tie loosely in a cheesecloth bag. Lower into boiling water. Keep the vegetable under water. Cover with a lid. Then begin at once to count blanching time. If you live 5000 feet or more above sea level, blanch vegetables 1 minute longer than the time given in directions. Lift the basket or bag out of boiling water and *chill* by lowering into a kettle of iced water (about a pound of ice for each pound of vegetable) or hold under cold running water. It takes about the same length of time to cool food as to blanch it. Drain, then place on paper-lined trays to absorb moisture, pack into

DIRECTIONS FOR FREEZING VEGETABLES*

Vegetable		Blanching Time	Method of Packing
Asparagus	Select young tender stalks with tightly closed tips. Remove tough butts and scales. Wash thoroughly to remove sand. Cut stalks in uniform lengths to fit containers. Pack tender butts separately. Blanch.	Medium— 3 mins. Large— 4 mins.	Chill quickly, drain. Pack dry.
Beans (green or wax)	Select young tender beans. Wash, trim ends and string, if necessary. Leave whole, slice crosswise or cut lengthwise in thin strips. Blanch.	3 mins.	Chill quickly, drain. Pack dry.
Broccoli	Select dark green, compact heads. Use only heads and tender portion of stalks. Trim and remove woody stems. Cut through stalks so that pieces of heads are not more than 1 inch across. Wash carefully. Blanch.	2 mins.	Chill quickly, drain. Pack dry.
Corn, whole- kernel	Select freshly picked corn. Avoid cobs with hard or immature kernels. Prepare immediately. Remove husks and silk. Wash in cold water. Blanch.	3 mins.	Chill and cut kernels from cob. Pack dry.
Corn (on cob)	Select corn as for whole-kernel corn. After husking, trim cobs to even lengths to fit containers. Blanch.	Large— 11 mins. Medium— 9 mins. Small— 7 mins.	Chill quickly, drain. Pack dry.
Peas	Select young, tender peas. Blanch.	2 mins.	Chill quickly, drain. Pack dry.

* Adapted from Canada Department of Agriculture publication 892, *Freezing Foods*.



The Dow Chemical Company

14-3. When wrapping uncooked meats for freezing, wrap each cut separately. Individually wrapped patties or chops may then be combined in an additional covering for storage.

containers, leaving head space, seal, label, and freeze.

To *steam blanch*, use a steamer with a rack which holds a steaming basket about 3 inches above the bottom and has a well-fitting lid. Add water to a depth of 1 inch and heat to boiling. Put a single layer of vegetable into a wire basket and rest it on the rack in the steamer. Cover the steamer. Begin to count time at once. When heated for the required time, remove steamer. Chill immediately in ice water or cold running water. This method takes more time than water blanching, but for vegetables cut into pieces it saves more vitamins and minerals which dissolve in water.

Why Do Foods Spoil? Existing in the air, water, and soil are *bacteria*, *yeasts*, and *moulds*. These are plants too small to be seen without a microscope. Fresh vegetables and fruits contain *enzymes*, which may cause changes in the colour, flavour, and texture of these foods. The microscop-

ic plant growth as well as the action of enzymes causes food to spoil. That is why we hasten to get berries and many other foods into the refrigerator, especially in warm weather. The cold temperature of a refrigerator retards the spoilage of foods. However, refrigeration will delay spoilage for a limited time.

To keep foods for days or months ahead, we must stop the action of enzymes and destroy the yeasts, moulds, and bacteria that cause spoilage. This we can do by: (1) *heating* foods enough to destroy spoilage organisms, and (2) by *sealing* them in containers with air tight covers to prevent more organisms from getting into them. Most foods should be heated in jars or cans and sealed in them. Heating and sealing foods in glass jars or cans is called *processing*.

What Utensils Are Needed to Can Fruits and Tomatoes? Fruits, tomatoes, or pickled vegetables—acid foods—must be completely surrounded with water, and the water boiled for

14-4. It is important to have the proper equipment for canning. The pressure canner must be in perfect working condition. Pot holders should be handy especially if a basket type of wire rack is to be used.

Ball Brothers Company, Incorporated



the length of time given in the canning chart (page 234). For the water bath, a large kettle or wash boiler can be used provided it: (1) has a rack (perforated wood or wire mesh will do) to keep the jars from touching the bottom; (2) has a cover; (3) is deep enough so that at least an inch or two of water covers the jar tops, and allows the water to bubble as it boils. To keep the jars from touching each other and the sides of the container, it is well to have partitions in the rack or between the jars.

Jars, Rubber Rings, and Lids. Check glass jars to make sure they are free from cracks, dents, and chips. To detect chips, rub your fingers around the top.

Check the lids. These, too, should be in good condition. If you need new jar lids, buy the matching brand for the jars that you have. Self-sealing metal lids may be used only once. If your jars require rubber rings, by all means get new ones. Old rings are unreliable because they become per-

forated with use. Do not stretch new rubber rings to test.

With soap and water, wash the jars and lids, self-sealers excepted. For the latter, follow manufacturer's directions. Since most foods are pre-cooked and hot before they are placed in jars, the latter need to be *heated* in clear water before filling to prevent breaking. The jars will be sterilized in processing foods. Scrub *rubber rings* in hot soapy water.

Getting Fruits and Tomatoes Ready for Canning. *Fresh, firm, perfect* fruits and tomatoes either grown in your own yard or bought at markets in the region in which you live—these are the requirements for turning out really good canned products.

Perfect *cleanliness* is necessary. Dirt contains some kinds of bacteria which are hard to kill and may prove dangerous. Handle foods gently. Do not soak fruits and tomatoes. Wash a *few* at a time under running water or frequently changed water as directed on page 223.



14-5. Some fruits are not suitable for freezing. Many of these fruits make delicious jellies and jams such as the mint, red plum, crab apple and rhubarb, and orange jellies in this photograph. Jellies should be clear and should hold their shapes when removed from the glass moulds.

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Packing Fruits and Tomatoes in Jars. Fruits and tomatoes are often *pre-cooked* before they are put into jars because they shrink in cooking. As a result, more solid food can be packed in each jar. This method is called *Hot Pack*.

Some fruits and tomatoes may be packed without heating first, as indicated in the chart, page 234. This is called *Cold Pack*. As you put *raw* foods into jars, press them with a spoon for tight pack.

Juice and Syrup in Canning. As in stewing tomatoes, page 135, no water or other liquid is added in canning them. In heating, juice is drawn from the tomatoes.

Whether fruits are packed cold or hot, either water or syrup is usually added. For each quart jar allow $\frac{3}{4}$ to 1 cup liquid. Syrups for canning fruits are made by boiling sugar and water for 5 minutes, skimming if necessary. Use following amounts.

Very thin syrup:

1 c. sugar to 3 c. water — makes about $3\frac{1}{2}$ c. syrup.

Thin syrup:

1 c. sugar to 2 c. water — makes about $2\frac{1}{2}$ c. syrup.

Moderately thin syrup:

1 c. sugar to $1\frac{1}{2}$ c. water — makes about 2 c. syrup.

Medium syrup:

1 c. sugar to 1 c. water — makes about $1\frac{1}{2}$ c. syrup.

Heavy syrup:

1 c. sugar to $\frac{3}{4}$ c. water — makes about $1\frac{1}{4}$ c. syrup.

In case syrup cools before food is packed in the jar, reheat to boiling point just before using.

If fruit is juicy, you may add sugar to the fruit before heating it. For a quart of fruit about $\frac{1}{2}$ cup sugar is enough. Heat fruit and sugar over low heat and pack hot. Using sugar in canning helps to keep fruit whole and to retain its colour and flavour.

If you prefer fruit canned *without* sugar, can it in its own juice or add water instead of syrup. If properly canned, it will keep.

Whether you add syrup, juice or water, do not completely fill the jar. Leave about $\frac{1}{2}$ inch space to allow for expansion. After filling, run a

14-6. Firm, ripe peaches are best for canning. After the peaches have been peeled and the seeds removed, drop fruit into slightly salted water to prevent their discolouration.

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knife blade down the sides of the jar in several places to remove air bubbles. If needed, add more liquid to cover fruit, but leave $\frac{1}{2}$ inch space as directed. Wipe jar rim to clean it. If the jar requires a rubber ring, wet it and fit around the jar top. Adjust lids.

Placing Jars in the Hot Water Bath. A jar of cold fruit or tomatoes plunged into boiling water might break. To prevent sealers cracking, the water in the canner should be near the temperature of the filled sealers. Have additional boiling water ready so that you can add more if the water does not cover jar tops by at least one inch. Pour water between, not on top of, jars. Cover the canner. Keep water boiling gently but steadily. *Begin time count when the water boils.*

Removing Jars from Canner. Using sturdy tongs, lift jars out of water. If the jars have self-sealing tops, do nothing to the lids. For jar with a porcelain-lined screw lid, screw lid tight. For wire-bail type jar, merely push down shorter wire. For jar with

glass lid and metal screw band, screw band tight. Cool jars top side up, not too close together, and free from draughts. When cool enough to handle, wipe the outside.

Testing and Storing Jars. Next day, if your jars have screw bands with a glass or metal lid underneath, you may remove the screw bands to save them for future use. Do this carefully to avoid breaking the seal. If the bands stick, cover them with a damp cloth for a few moments to loosen.

Test jars for leaks. One test is to grasp the lower part of a jar and tilt it. *Do not turn it upside down.* Another test for jars having a flat metal lid is to tap the centre of the lid with a metal spoon. A clear ringing sound indicates a tight seal; a dull flat sound may mean a poor seal. If the jar shows no leakage, store it, but watch to detect spoilage. If any jars leak, use contents at once or process again by the same method as first used. Make sure that the jars you use a second time have a good seal.

Label jars; include the date. Store in a clean, cool, dry place.

TIMETABLE FOR CANNING FRUITS*

<i>Fruit</i>	<i>Preparing and Packing</i>	<i>"Small" (pint) Sealers</i>	<i>"Medium" (quart) Sealers</i>
Apples	Syrup to use—Thin. HOT PACK—Wash, peel, core and slice or quarter, drop in brine bath. Drain. Bring to boil in syrup and simmer 3 minutes. Pack hot, leaving ½ inch headspace.	15 mins.	15 mins.
Applesauce	HOT PACK—Make applesauce, sweeten if desired. Pack hot, leaving ½ inch headspace.	15 mins.	15 mins.
Apricots	Syrup to use—Moderately thin. COLD PACK—Wash, halve and pit or leave whole. Pack, cups down if halved, with boiling syrup, leaving ½ inch headspace. HOT PACK—Wash, halve and pit or leave whole. Bring to boil in syrup and simmer 2 to 3 minutes. Pack hot, leaving ½ inch headspace.	20 mins.	25 mins.
Berries	Syrup to use— Blueberries—Very thin. Blackberries—Thin. Raspberries—Moderately thin or medium. Strawberries—Medium or Heavy. COLD PACK—Wash (hull strawberries). Pack. Cover with boiling syrup, leaving ½ inch headspace.	15 mins.	20 mins.
Cherries	Syrup to use— Sweet Cherries—Thin. Sour Cherries—Medium or Heavy. COLD PACK—Wash, stem, pit if desired. Pack. Cover with boiling syrup, leaving ½ inch headspace. HOT PACK—Wash, stem, pit if desired. Bring to boil in syrup and simmer 3 minutes. Pack hot, leaving ½ inch headspace.	20 mins. 15 mins.	25 mins. 15 mins.

<i>Fruit</i>	<i>Preparing and Packing</i>	<i>"Small" (pint) Sealers</i>	<i>"Medium" (quart) Sealers</i>
Grape Juice	HOT PACK—Wash, stem and crush grapes. Add water, allowing 2½ cups per 6 quart basket of grapes. Bring to boil, and simmer, covered, 15 minutes. Strain through moistened jelly bag. Add sugar if desired. Re-heat to boiling point. Pour into hot containers leaving ½ inch headspace.	10 mins.	10 mins.
Peaches	Syrup to use—Moderately thin. COLD PACK—Blanch 15 to 60 seconds, cold dip. Remove skins and pit. Drop in brine bath. Drain. Leave in halves or slice. Pack, cups down if halved. Cover with boiling syrup, leaving ½ inch headspace.	20 mins.	25 mins.
	HOT PACK—Blanch 15 to 60 seconds, cold dip. Remove skins and pit. Drop in brine bath. Drain. Leave in halves or slice. Bring to boil in syrup and simmer 3 minutes. Pack hot, leaving ½ inch headspace.	15 mins.	15 mins.
Pears	Syrup to use—Very thin. COLD PACK—Wash, peel, halve or quarter, remove core. Drop in brine bath. Drain. Pack, cups down. Cover with boiling syrup, leaving ½ inch headspace.	20 mins.	25 mins.
	HOT PACK—Wash, peel, halve or quarter, remove core. Drop in brine bath. Drain. Bring to boil in syrup and simmer tender-fleshed varieties 3 minutes; firm-fleshed varieties 5 minutes. Pack hot, leaving ½ inch headspace.	15 mins.	15 mins.
Tomatoes	COLD PACK—Blanch 15 to 60 seconds, cold dip, remove stem end, peel. Pack. Add ½ teaspoon salt per "small" (pint) sealer. Cover with hot tomato juice, leaving ½ inch headspace.	30 mins.	35 mins.
	HOT PACK—Blanch, cold dip, remove stem end, peel. Quarter or leave whole. Heat to boiling point. Pack hot, leaving headspace. Add ½ teaspoon salt per "small" (pint) sealer.	15 mins.	15 mins.

Fruit	Preparing and Packing	"Small" (pint) Sealers	"Medium" (quart) Sealers
Tomato Juice	HOT PACK —Wash tomatoes, remove core, cut into pieces. Bring to boil and simmer, covered, 5 minutes. Press through sieve or pureer. Bring juice to boiling point. Pour into containers, leaving ½ inch headspace. Add ½ teaspoon salt per "small" (pint) sealer.	15 mins.	15 mins.

* Adapted from Canada Department of Agriculture Publication 789, *Home Canning of Fruits and Vegetables*.

NOTE: General Directions for Cold Pack and Hot Pack: Place kettle to be used for boiling water bath on the stove and half fill with water. To prevent cracking of sealers the water in the bath should be near the temperature of the filled sealers. Add hot water to cover the tops of sealers by 2 inches. Do not pour hot water directly on sealers as tops may crack. Bring water to the boiling point and start counting processing time when water is boiling vigorously.

If you live at an altitude of 1000 feet or more, increase time of processing given in the timetable. For each 1000 feet above sea level, add 1 minute more if the processing time is 20 minutes or less; 2 minutes more if processing time is over 20 minutes.

Canning Low-Acid Vegetables.

The common vegetables with the exception of tomatoes contain very little acid. For this reason they require a higher temperature for canning than fruits to make them safe to eat. Pickled beets are the exception. To can low-acid vegetables, it is important to use a pressure canner. In this device the food within the jar becomes hotter than food in a jar immersed in an ordinary water bath.

For safety, a pressure canner must be in good condition. To be assured of its accurate operation, get the help of your extension home economist, dealer, or manufacturer of your pressure canner.

You can use a pressure saucepan that is in good condition and made to control pressure at 10 pounds (240° F.). This will accommodate pint glass jars. In a pressure saucepan a longer processing time is required than in a pressure canner. In using a pressure canner or pressure saucepan follow the manufacturer's directions carefully. Foods pressure-

canned at home are safe if the canner is in perfect condition and all steps in canning are carefully followed.

For canning vegetables in a pressure device follow Canada Department of Agriculture Publication 789, *Home Canning of Fruits and Vegetables*.

It is not safe to eat or even taste canned foods that are spoiled. Before, during, and after opening jars or cans, notice such indications of spoilage as bulged jar lids or can tops, leaks, spurting liquid, unnatural odours, colour, or texture of food. These are all danger signs — the food is spoiled.

If you can see no indications of spoilage, but are doubtful about the condition of your pressure canner and have not followed canning directions accurately, before tasting, boil vegetables in a covered pan for at least 10 minutes. Spinach or corn should be boiled for 20 minutes. Count the time as soon as boiling starts. If, while heating, vegetables look or smell unnatural, burn them or dispose of them so no person or animal can eat them. Some dangerous poisons in home canned foods, especially low-acid vegetables, cannot always be detected by appearance or odour.

PLAY
SAFE

14-7. You need very few ingredients to make tasty jams and jellies. The only essential missing from this photograph is paraffin, used as a sealer.

Kerr Glass Manufacturing Corporation



Sugar-rich Preserved Foods. Besides their delectable taste, jams and jellies add colour to any menu. Made from cherished family recipes, jams, jellies, and conserves not only find a place at a "company" meal but make attractive gifts for convalescents and for remembrances on birthdays and Christmases.

Why are jellies and jams poured into glasses instead of into securely sealed jars? This is because they contain so much sugar. Sugar is a preservative. Bacteria, yeasts and moulds do not grow readily on sugar-rich foods. Moulds do sometimes grow on jellies and jams; to prevent this, paraffin should be poured onto the surface of these foods rich with sugar.

Preserves, jams, marmalades, and conserves are quite similar. They contain both the juice and the pulp of fruit. Sliced peel is added to marmalades. Jelly differs from these in that it is made from strained fruit juices. These sugar-rich foods are usually cooked in a saucepan or kettle. In

making such foods, keep in mind these cautions:

(1) Select fruits for jelly making with care. To make jelly, a fruit must have a certain amount of *acid* and contain a jelly-forming substance called *pectin*. Sugar must be added, also. Peaches, apricots, cherries, pineapple, and strawberries contain some acid but are lacking in pectin. The only way jelly may be made from these fruits is to combine the fruit with another fruit rich in pectin, or to add *commercial pectin*.

(2) Do not cook the fruit any longer than necessary. Long cooking may cause some loss of colour and natural fruit flavour.

(3) To cook in the shortest possible time, do not add much water. Most berries or other juicy fruits may be cooked without adding any water if they are crushed before cooking, or mixed with sugar and allowed to stand before cooking. The latter process draws moisture from the fruit.

(4) Make only a small quantity of these sugar-rich foods at one time. It is best to make just enough jam or jelly to fill a half dozen jelly glasses or containers.

(5) *Sterilize* glasses and lids. Place them in a kettle. Cover with cold

water. Heat to boiling. Continue boiling glasses and lids for at least 5 minutes. Let glasses and lids remain in hot water until ready to use. Remove with kitchen tongs. Do not touch *inside* of glasses or lids with your fingers.

Dried Apricot-Pineapple Jam

Makes six 6-ounce Glasses

1 package (11 or 12 oz.)
dried apricots
2¼ c. water

1. Wash apricots. Put them in a saucepan. Add water. Cover, soak 1 hour or overnight.

1 can crushed pineapple
(15 oz.)
½ t. salt
1 lemon
4 c. sugar

2. Cook over *low* heat until tender. Sterilize glasses. Mash apricots. Add pineapple and salt. Wash lemon, slice thinly. Add to other fruits. Also add sugar. Cook over *low* heat, *stirring occasionally*, until a drop stiffens when cooled on a saucer.

Paraffin

3. Pour into sterilized jelly glasses. Melt paraffin over *low* heat. Pour a layer on top of jam. Next day, add another layer. Cover glasses, label, and store in cool, dry place.



14-8. Versatile jams and jellies add nourishment and flavour to all meals. They can be used as spreads on cookies or sandwiches for a lunch box treat.

Courtesy of Certo and Sure-Jell



Courtesy of Certo and Sure-Jell

14-9. The seal for jellies and jams is a layer of hot paraffin. Only new paraffin should be used. Pour paraffin from a pot close to the jelly or jam surface. A one-eighth inch layer of paraffin will sufficiently cover the surface of the jam or jelly. Some cooks prefer to pour the hot paraffin from the small pot onto a spoon held over the jelly.

Jam without Cooking. Fresh fruit flavour, ease in making any time of year, are the advantages of preparing jams with little or no cooking.

Such jam is made of quick-frozen fruit and commercial pectin. After preparing, it must be stored in a freezer or refrigerator.

Strawberry Jam *

2 packages (15 ounce)
frozen sliced strawberries

$4\frac{1}{2}$ c. sugar
 $4\frac{1}{2}$ T. lemon juice
 $10\frac{1}{2}$ T. liquid pectin

Makes six 5-ounce Glasses

1. Thaw. Then mash finely or run through a food mill.
2. Add sugar and lemon to berries. Let stand about 20 minutes, stirring occasionally. The sugar must be dissolved. Then add pectin; stir 3 minutes. Pour into glass or other containers. Cover and let stand at room temperature 24 hours or until set. Seal. Store in refrigerator or freezer.

* Adapted from a recipe by Gertrude Sunderlin, Purdue University.

Cranberry "Jelly"

Note: A true jelly is clear because it is made of strained fruit juice. Cranberry jelly contains fruit pulp and is not clear, but like jelly it is readily moulded. Made as directed in this recipe, the flavour is more like that of fresh fruit since it is not cooked after adding the sugar.

1 lb. (4 c.) cranberries
1 c. water

12 servings

1. *Wash berries. Add water. Cook covered over low heat until berries are soft and skins have broken.*

2 c. sugar
 $\frac{1}{8}$ t. salt

2. *Press berries through a strainer leaving only skins in the strainer. Stir in sugar and salt. Without further cooking, pour the mixture into a mould which has been rinsed with cold water. Set aside to stiffen. Unmould to serve.*

TIP: This jelly will keep well in a refrigerator or freezer. If you wish to store the "jelly" in glasses in an unrefrigerated cupboard, boil the strained fruit for 5 minutes after adding the sugar. Cover with paraffin.

Food Freezing and Canning

1. **Freezing Foods:** If your school homemaking kitchen or lunch-room is equipped with a freezer or a two-temperature refrigerator, have a demonstration showing how to prepare and package foods for freezing.

2. **Canning Tomatoes and Peaches:** For class use later on, you may need canned tomatoes and peaches. If so, you will find it interesting to can them.

If your mother would like these foods *home canned*, you may wish to take jars, tomatoes, and peaches to school and there learn to can them. Your mother will be pleased when you bring home the processed tomatoes and peaches.

3. **Demonstration of Canning Low-Acid Vegetables:** If your school has a *pressure canner* or a *pressure saucepan in good working condition*, arrange demonstrations in canning low-acid vegetables. Be sure to follow directions issued by the manufacturer of your pressure device and those given in the Canada Department of Agriculture Publication 789, *Home Canning of Fruits and Vegetables*.

4. **Food Gifts:** Make jams or conserves. In addition to the recipes on page 238 and 239, you may have some home favourites that you would like to share with your classmates and make in the school kitchen. Exchange ideas for wrapping and boxing jellies, jams, and conserves attractively for gift giving. Show materials and demonstrate ways of wrapping.

FOR YOU TO DO

1. Which frozen fruits and vegetables do you see at markets or in newspaper advertisements? Name some vegetables you do not find among frozen foods. Why are those vegetables not frozen?

2. Your home may have freezing equipment. Either freeze foods or help in freezing them at home. Plan a time schedule for the foods that are to be frozen. Report the results in class.

3. Why should you not taste home canned low-acid food before boiling it?

4. Why not can corn the way tomatoes are usually canned? Name at least

five other vegetables that should be canned like corn.

5. Put a thin slice of orange or lemon on each of two saucers. Sprinkle both sides of one slice with sugar. Cover each with a custard cup. Examine both daily. Does a hairlike growth appear on the fruit? If so, moulds are growing on the fruit. On which slice—sugared or unsugared — did moulds grow most readily? Why?

6. At your home, prepare jam or conserve. Bring one jar to homemaking class to be judged. You may wish to use some of these for gifts.

OTHER BOOKS AND BOOKLETS TO READ

Ball Brothers Company, *Blue Book of Home Canning and Freezing Recipes and Methods*, Muncie, Indiana.

B.C. Tree Fruits Limited: "*B.C.*" *Fruit Preserving Guide*, Kelowna, B.C.

Canada Department of Agriculture, Publications: 892, *Freezing Foods*; 992, *Jams, Jellies and Pickles*; 789, *Home Canning of Fruits and Vegetables*, Queen's Printer, Ottawa, Ontario.

Dow Chemical Company, *Use Your Freezer Every Day*, Midland, Mich.

MYER, *The Complete Book of Home Freezing*, Units 16 to 19, Longmans Green.

Pamphlets about *Freezing*:

General Electric Company, Major Appliance Division, Louisville 1, Ky.

General Motors Corporation, Frigidaire Division, Detroit.

International Harvester, Chicago 1.

Orley Corporation, Detroit 25.

Westinghouse Electric Corporation, Home Economics Institute, Mansfield, Ohio.

TRESSLER, EVERS and EVERS, *Into the Freezer and Out* (Revised), Chapter VII, Avi Publishing Company, New York.



UNIT III

LIVING WITH CHILDREN

Now that you are a teen-ager, you may earn extra spending money by baby-sitting with young children or even small babies. Perhaps you wish that you knew more about small children. One way to learn is to observe younger sisters and brothers and other children in your neighbourhood.

Children learn quickly from people and things about them. They begin to learn soon after birth. A baby needs to feel loved and secure. He has to rely on parents, grandparents, older sisters and brothers, and baby sitters for his every need.

As children grow, they pass through definite stages of development and learn to be more independent. It is helpful to know the suitable toys for various ages, types of play that children enjoy at different stages of their growth, and hints for meeting behaviour problems.

Baby-sitting is a responsibility. Parents depend upon you to protect the safety of children. You will gain skill and confidence in handling them as you observe growing children, learn about them, and share in their care. This skill will help you to be a dependable baby sitter now and a good parent in the future.



A. Devaney, Inc.

Babies Need Loving Care

Everybody Loves a Baby. On Christmas afternoon the Logans always gathered at Grandfather Logan's house. There was a gift exchange for the children, and later a delicious buffet supper topped off the day. With shouts of "Merry Christmas" everyone greeted Helen, Bob, and tiny Terry. Terry was celebrating his three-months' birthday with an appearance before his admiring relatives.

What a hustle and bustle as Grandmother Logan lifted Terry from his travel basket to take off his cap and outer wrappings! Grandfather stood at her elbow exclaiming over the baby's "Logan nose." Uncle Charles was trying to attract little Terry's attention by making clucking sounds. Aunt Jane thought the tem-

perature of the room should be a bit warmer for the baby. Small Sally, perched on the arm of a chair, was saying "Hi" to her little cousin in her best three-year-old manner. Jo Ann hovered around hoping Grandmother would soon give her a chance to hold little Terry.

Isn't that the usual scene whenever a new baby is introduced to the family? For that matter, it happens when a baby is brought into any group. *It's easy to love a baby.*

A colt or baby calf can stand on wobbly legs shortly after birth, but a baby isn't able to walk for several months. *A baby has to depend on older people to take care of all his needs.* Besides his smallness, and his own cunning baby ways, his very helplessness appeals to you and makes

you want to do things for him. If he is well, he has his special way of thanking you, too, by smiling happily and snuggling up against your shoulder when he's comfortable and contented.

If you have a baby sister or brother in your home or a tiny cousin or a baby in the neighbourhood, you'll find it great fun to play with him and notice each new thing the baby learns to do. *He begins to learn on the day he's born and can keep on developing and learning as long as he lives.*

A real, live baby to watch and learn to care for gives you a much better chance to see his growth and new abilities than do books or pictures. You will be surprised at the progress he makes in one year.

What Can a Baby Do? Here are the abilities a baby comes "equipped with." He can cry, move his arms and legs about, and tell the difference between light and dark when he opens his eyes. His first cry fills his lungs with air and starts the breathing process which will continue for all of his life. He hears well enough to be startled by loud noises. He has to suck to obtain his food, and swallowing food starts action in the digestive tract. His body is ready to use food, which makes him grow, and to give off wastes. He may sleep as much as twenty-two or more hours out of the twenty-four-hour day.

You might gather from this that all you do for a baby for the first few weeks of life is to keep him clean, dry, comfortably fed, and let him

sleep; this is not so. He has other important needs that are not as easy to recognize and fulfil.

What Does a Baby Need? *From the very beginning a baby needs to feel loved and secure.* Holding him while you give him his bottle, talking to him as you change his clothes, and smiling your approval when he learns to do something new, are expressions he understands. You encourage him and help him to feel safe, to feel he "belongs."

You have a shaky feeling when you try anything for the very first time. A pat on the back or a compliment such as "Nice work" helps you a lot when you're learning a new sport or a part in a school play; so it is with a baby. Remember that *everything is new and strange to the baby.* The tone of your voice and your smile as you praise him when he succeeds at some new thing gives a child confidence that he's doing all right.

If you treat him "kindly" part of the time and then ignore him, tease him by snatching away his toys to make him holler and then laugh at his fussing, he's uneasy and upset because he doesn't know what to expect from you. *A child wants to feel he can trust you and to know by the way you act that all's well.*

Every baby needs a home where he has a fair chance to develop in every way to the limit of his abilities. When the members of his family are calm, friendly people and he is given as much freedom as he can manage safely, his childhood may be happy and free from strain. Those who have



Philip Gendeau

15-1. His baby brother responds to this young boy's smile. The older boy is allowed to share in the care of his baby brother.

studied children agree that a very small baby senses and tends to absorb the feelings, habits, and ways of the family members. If he learns good conduct in this way by imitation, it is much more lasting than learning through fear.

A baby needs to be protected against diseases. All who care for him should practise habits of cleanliness and health. Never feed him with the same spoon you are using, nor let him drink from a cup you or others have used. All of his equipment, clothes, and toys should be kept clean. He should be kept away from those who have colds or other illness. Avoid taking him shopping or to other places where there are crowds of people. The

doctor will want to give him regular medical check-ups and, if he feels it is wise, give him inoculations (shots of serum) to protect him against smallpox, diphtheria, whooping cough, polio, and other diseases.

A Baby Needs Milk. A steady gain in weight is one way of telling that the baby is healthy and that he's getting enough food. There was a time when babies were fed on a strict schedule exactly by the clock. Mothers allowed them to "cry it out" if they demanded food before the feeding hour shown on the schedule. Now doctors suggest to mothers that babies differ in the amount they take at one time and in the rate of food digestion. Mother and doctor plan a possible feeding schedule which can be varied according to the baby's response. His rate of gain and whether he wakens early wailing for his food help them decide any changes in the time for feedings and the amounts to give the baby. The baby really helps in determining his own feeding schedule.

Very young babies are given five or six feedings during the twenty-four-hour day. Doctors agree that mother's milk is the infant's best food, but, if necessary, cow's milk can be prepared to suit the baby's needs. *Cow's milk should be modified to meet the needs of a baby according to a doctor's formula.*

The most common changes are the addition of (1) boiled water, and (2) sugar or corn syrup to *fresh pasteurized, evaporated, or dried cow's milk*

in the amount that the doctor advises. Usually, if there is storage area available in the refrigerator, enough bottles are sterilized and filled for a whole day's feedings.

Everything used in preparing the milk must be perfectly clean. Bottles, nipples, pans, spoons, funnel and *all* equipment must be covered with cold water, and boiled at least five minutes to *sterilize* them. Begin to count the five minutes' time when the water starts to boil. *Sterilizing kills all harmful bacteria and disease germs.* If all the things used for this purpose are kept together on a tray on a special shelf in the kitchen, the task will be much simpler.

Be sure that you wash your hands with soap before you help prepare the baby's formula. After the utensils have been sterilized, measure and prepare the milk according to the doctor's directions. Fill the sterile bottles as required; cover with regular caps or sterile gauze and place in the refrigerator until needed. Rinse all the equipment in cold water; scrub it in warm soapy water; then rinse, dry and put it away together until needed next day. Throw away any milk that the baby leaves. Between milk feedings a baby may have a bottle of warm water which has been boiled to make it sterile.

When You Give a Baby His Bottle. *Always wash your hands before handling the baby or his food.* An easy way to warm baby's milk is to put the bottle into a small, deep saucepan of warm water. Place the saucepan over the burner for a few minutes.



Davol Rubber Company

15-2. Feeding time for the baby should be pleasant and comfortable for both the baby and the person who is feeding him.

Shake the bottle to make sure all the milk is warm. Remove the bottle cap and carefully *put the sterile nipple in place without touching the part which goes into the baby's mouth.* To test the temperature of the milk, let a few drops fall from the nipple onto the inside of your wrist. *It should feel like the temperature of your wrist.*

(1) Hold the baby in your left arm so that his head is supported and both of you are comfortable. (2) Tip the bottle up so the nipple is filled as you place it in his mouth. (3) Remove the bottle after a part of the milk has been taken. Protect your shoulder with a clean diaper or towel, then hold the baby up on your shoulder. "Burp" him — that is, pat him

gently on his back to get rid of the air bubble he may have swallowed with his food. (4) Continue feeding and "burp" him again after he has finished eating. The baby will stop drinking when he feels comfortable, and, in most cases, should not be urged into taking more. Forcing him may make him associate unpleasant feelings with his feeding and cause trouble later. It is not wise to play with him and bounce him about after his bottle. Most babies will be ready to sleep after eating; so place him in his crib.

A Baby Needs Other Foods, too. A baby's milk does not supply all of the nutrients in the right amount for rapid growth and resistance to disease. Other foods are given the baby within a few weeks after his birth. These should be added in the order and amounts that the baby's doctor advises.

Cod-liver oil or a vitamin D concentrate is one of the first additions suggested. Growing children need vitamin D to form sturdy, straight bones and well-formed teeth. Direct sunshine on the baby's skin causes his body to produce some vitamin D. That is why vitamin D is known as the "sunshine vitamin." However, more vitamin D is needed than that produced by the action of the sun on the skin, especially in winter. A small baby may receive his oil by means of a medicine dropper placed in the side of his mouth. Cod-liver oil stains clothing, so some mothers prefer to give the oil when the baby is undressed at bath time. Have a

cleansing tissue handy to wipe away any stray oil drops.

Orange juice or tomato juice may be added to the baby's diet some time during the first month. The small baby takes a few spoonfuls in a small amount of boiled water. Later he may accept them from a spoon rather than from a bottle. At six or eight months the infant often will learn to sip them from a cup. It is the vitamin C in orange and tomato juices which the baby needs to properly develop his gums and teeth, and keep blood vessels and other tissues healthy. Orange juice is richer in vitamin C than tomato juice. The doctor will prescribe some other form of vitamin C if the juices don't agree with the baby.

Cereal often is the baby's first solid food. This is strained and thin so he can swallow it more easily. Even so, cereal has a different feel in his mouth, and he may roll it around with his tongue and not like it. If he doesn't swallow it well the first time, try again next day. Don't force him to swallow food that is unfamiliar to him. By offering it before his milk, when he's hungry, he will learn to take it. It is important to keep meal-time a happy time.

Strained apple sauce, and other strained fruits, mashed bananas, strained vegetables, egg yolk, finely scraped or ground meat, zwieback and dry bread crusts usually are added one at a time before he is a year old.

Teen-age Linda often fed little Jimmy while their mother put the

finishing touches on the family dinner. Jimmy would then be content to chew on his bread crust while his mother enjoyed her meal with the family. During the third week of this plan, Jimmy closed his lips tightly and would have none of the chopped liver which Linda offered him. His mother tried to give it to him, also, but he wasn't having any! She took away the dish of liver and let Linda finish feeding Jimmy the apple sauce he liked so well. After Jimmy was in bed her mother explained to Linda that babies sometimes pick up the food dislikes of other people. "I recall," said mother, "that you made a terrific face when you opened the first can of liver for Jimmy a week ago. Tonight you asked if there wasn't something which could be used in place of the 'awful stuff'. I'm certain that your expression of disgust and the way you turned up your nose has made Jimmy decide he doesn't like it either." "I had no idea babies were that smart," replied Linda. "I guess I'll have to be more careful!"

A baby in the family thinks everything parents and older brothers and sisters do is just right. He hasn't seen or heard other ways of doing things. So he attempts to follow them exactly. *A baby absorbs the likes, dislikes, attitudes, and beliefs of the family as well as their actions.*

Elimination. A baby needs the help of an older person to keep clean and comfortable. Cleanse the baby's buttocks with baby oil when you change his diaper. A day's supply of oil can

be kept in a covered dish on his bath tray. Put the soiled diaper to soak in a covered pail containing a borax solution (1 tablespoon borax to each quart of water). If you live in a city and the family can afford it, a subscription to a diaper service is a great help to a mother.

A Baby's Sleep. Most of his twenty-four hours are spent in bed, so the small baby should have a comfortable crib in a quiet room. If he must share the room with some other member of the family, things should be arranged to disturb him as little as possible. The *temperature* of the room should be around 70° F. for the little baby. He should have fresh air but no draughts blowing directly onto his bed. A folding screen will protect him from strong breezes and bright lights.

A *firm mattress* is best to protect soft, growing bones. One filled with hair, cotton, or foam rubber is satisfactory; feathers do not give enough support. Rubber sheeting, oilcloth or plastic sheeting may be used to protect the mattress. *A baby does not need a pillow.*

The *sheets* should be clean, dry, and smooth. Enough *blankets* to keep the baby warm should be well tucked in place.

Nighties may have draw strings to keep the baby's feet covered in cold weather, or the older baby may wear two-piece sleeping garments with attached feet in the winter.

Regular hours for *bedtime* at night and *naptime* during the day will keep



H. Armstrong Roberts

15-3. The baby's father enjoys his chance to bathe the baby. Mother acts as assistant.

a baby rested enough to enjoy his waking hours. Preparing for bed should be a happy time without hurry and excitement. A clean baby, comfortably fed, will soon relax and go to sleep. The hours in bed should be decreased as he gets older for he'll gradually stay awake for longer periods. During the first year he'll continue to have naps in the morning and afternoon. Tuck him in carefully and leave him when you've made sure that he's comfortable.

A Baby's Bath. The baby has a daily bath, usually just before feeding time in the morning. Be sure that the room feels warm and comfortable. The baby's clean clothes should be neatly arranged in the order they are to be put on, and the bath tray should be ready before the baby's tub is filled.

A bath tray should have:

A soapdish containing mild soap.

An extra cake of soap to use as a pin cushion.

A covered glass jar with pieces of cotton.

A covered glass jar of boiled water.

A covered container with baby oil.

The baby's *towel* and *washcloth* should be soft and absorbent. An extra heavy towel may be arranged to lay him on as he comes from the tub.

Make sure the *water* is only *luke-warm*. Test it with your elbow if you don't have a bath thermometer. Since the water should be at body temperature, it should feel neither hot nor cold on your elbow.

At first, you can help most by getting everything ready. After you've watched your mother or the school nurse bathe a baby and have practised on a baby-size rubber doll, you may feel able to do the whole job. Always remember that a wet, soapy, wriggling baby is very slippery. Place one arm around him to support his back and neck, and grasp the baby's arm firmly at the armpit. Use your other hand to hold his legs securely as you lower him into the tub. Use a towel on the bottom of a metal tub to keep him from slipping.

When he's old enough to sit up steadily, he wants to splash and play. *Never leave him in the tub alone.* If the phone or doorbell rings, take him out of his bath, wrap him in a warm blanket or heavy towel, and place him in his crib where he'll be safe,

or carry him with you to the phone or the door.

Dressing the Baby. Comfort and ease of laundering are two important features of baby's clothes. A baby may wear knit or flannelette nighties except for special dress-up occasions. These are much more comfortable than fussy dresses during the early months, when he sleeps much of the time. Mothers like them because they require little, if any, ironing. Care should be taken not to dress the baby too warmly in the summer.

In dressing the baby:

- (1) Lay out clothes in the order of dressing to speed up the process.
- (2) Place your fingers next to his skin, when pinning diapers, to be sure he doesn't get pricked. The shirt or band can be pinned between diaper folds to prevent tearing the knitted material around the pins. Keep pins out of baby's reach between changes.
- (3) Have the openings in garments long enough to allow them to be pulled up over his feet instead of going over his head.
- (4) Put your fingers up into the sleeves so that you can ease his hands and arms into the sleeves gently.
- (5) Make sure that tapes and buttons on his clothes are sewed on firmly. Use pins only for diapers. *Never place pins in your mouth as you change his clothes.*
- (6) Wait to put on his outer wraps until you are ready to leave the house. He may become fussy at the bundling-up process and damp with perspiration before you get ready to go out.

Fresh Air and Exercise. A baby enjoys rides in his carriage except on very stormy days. If he is well covered, cold weather does not bother him. Avoid steep paths or uneven walks which bounce him around too much. *Never leave him in the carriage alone* while you go into the store or other place.

His play pen may be placed outside on the porch of lawn to give him fresh air and sunshine. Three or four minutes is enough time on the first day he's out. *Do not leave him long enough to become sunburned.*

Play and Playthings for a Baby. At first a baby plays by waving his arms and kicking his legs for the sheer joy of moving. *Exercising is his play.* He is happy to discover that fingers and toes belong to him. Later he will be

15-4. Having everything necessary at hand makes bathing and dressing the baby a pleasant and easy daily event for both baby and mother.

Ewing Galloway





15-5. At playtime just before the daily bath, the baby is busy making friends with a toy squirrel. When the room temperature is warm enough, babies enjoy a play period unhampered by clothes.

H. Armstrong Roberts

able to move them when he desires. A play period without clothes to bother him may be given just before bath time.

It is not fair to keep an older baby cooped up in his play pen when he's able to creep and anxious to explore wider spaces. However, his roaming will have to be limited to safe places by using gates at steps to protect him from falls.

When he reaches the stage where he can drop things on purpose, he repeats the act many times to master his new skill. Of course, he finds it great fun to make a regular game of it if you keep picking them up. If you don't care to play that way, tie his toys onto the play pen and let him pull them back himself.

"Isn't this a dream!" said Mary Jane Marvin as she picked up a French ballet dancer doll with fluffy hair, painted cheeks, and billowy skirt. "Goodness knows, my baby sister has plenty of toys, but I can't resist buying this adorable doll for

her!" "I don't blame you," said her chum. "I'd like to have that doll myself."

Was Mary Jane's selection of a toy suitable for baby sister four months old? Let us see. Neither the doll nor its clothes were suitable. Its fluffy hair and dress would quickly catch the dust. Like everything else the baby played with, the doll would go into her mouth. If the dust happened to contain disease organisms, the doll would be an unsafe plaything. Moreover, the paint on the face might harm the baby. The net skirt would soon lose its crispness and wear out.

It is important to choose toys that are right for the age and ability of the child. Some toys are suitable only for children of a certain age. The rattle, for example, belongs to a baby. Blocks, balls, and dolls can be used at all ages. Many child specialists consider block-building one of the most valuable of all play activities. Blocks may be used by the baby in learning to grasp objects. Later he

15-6. This infant reaches out for that welcome bottle of milk. He has developed the ability to grasp objects and to raise his head from the mattress.

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can carry them from one part of the room to another or load them into his small cart. When he grows older he may arrange them in rows or in simple formations. By the time that he is two or three years of age, he begins to build with blocks. He later expresses dramatic and creative ability by making forts and cities, and elaborate designs.

Too many toys are chosen because of their appeal to older people. Many of the baby's favourite toys are common household articles like smooth wooden spoons or clothespins. The bright, elaborate and expensive toys bought by fond relatives often are cast aside while the baby happily plays with spoons.

Which Toys Shall We Choose for a Baby? Toys for young babies should be smooth, free from sharp points and rough edges, and too large for him to swallow. There should be no parts to work loose like whistles in rubber dolls or button eyes on stuffed

toys. His toys must be washable and durable for he puts everything into his mouth. Vegetable dyes are safe. Lead paints should be avoided on playthings and cribs.

VERY FIRST TOYS

Carriage guards
Cradle gyms
Heavy plastic rattles
Plastic discs on a chain
Rubber animals and dolls

Avoid:

- (1) Flimsy, poorly made toys
- (2) Non-washable materials
- (3) Toys painted with lead paints
- (4) Toys with small parts to work loose

TOYS FOR BABIES

UNDER ONE YEAR

Blocks in a wagon or box
Cloth books with coloured pictures
Floating bath toys
Household Articles:
Clothes-pins in a box
Metal pans and covers
Metal cup and spoon
Spoons strung on heavy cord
Wooden spoons

Safety Reminders. A baby hasn't enough experience to understand where danger lies so those who are older must take responsibility for his safety.

1. Everything goes into his mouth for the "bite" test. Small objects such as buttons, marbles, pins, short crayons, or anything small enough to swallow must be kept out of reach. Chewing is such delight when his first teeth begin to make his gums tender! Touching, smelling, tasting, and shaking are his ways of learning about the world.

2. Sharp things like scissors, knives, forks, nail files, and pencils should be put back in their proper places out of a baby's reach.

3. Toys with cords should not be taken to bed. Kenny nearly strangled in his crib when the cord on the toy duck he'd taken to bed with him wound around his neck in such a way that the more he tugged the tighter it cut into the flesh.

4. Disinfectants, poisons, and bleaches normally stored under the sink should be moved to high cabinet shelves when a baby begins to creep about and poke into boxes and jars.

5. All medicines and medical supplies should be placed under lock and key. Even the mildest remedies may be dangerous to a small child.

6. Make sure tablecloths and dresser scarfs do not hang down within the baby's reach where a strong pull could bring things clattering down upon his head.

7. Place gates at head and foot of stairs to protect the baby from falls.

8. Cover open wall and floor sockets for electrical devices with tape to keep out a baby's fingers.

9. Make sure he is out of the cooking area of the kitchen when meals are being prepared. Fencing off a corner with a couple of up-turned chairs may be enough barrier to give a creeping baby play space and prevent his being in the way.

FOR YOU TO DO

1. Visit the infants' department of a local department store or shop for children and examine the clothing on display for babies. Report your findings to the class. If the store will co-operate, arrange with your teacher to have a baby's layette brought to class for exhibition.

2. Plan with your teacher and the school nurse for some demonstrations concerning baby care such as: (1) holding a tiny baby, (2) bathing and dressing a baby, (3) feeding a baby.

3. Practise bathing and dressing a

baby-size doll. If your school does not have such equipment, perhaps your teacher can contact the local Red Cross for the loan of it. She may want to arrange for the older girls to take the *Junior Red Cross Home Nursing and Child Care Courses*.

4. As you watch and care for a baby, keep a record of the things he learns to do at different ages. If it is your own brother or sister, perhaps your mother will let you keep his baby book and enter such things as dates when he

started eating various foods, when he first rolled over by himself, when his first tooth appeared.

5. Talk with the mother of a small

baby and find out which foods besides milk are given to her baby. Ask when each food was added and compare your information with that obtained by other class members.

OTHER BOOKS AND BOOKLETS TO READ

Canada Department of National Health and Welfare, Booklet: *The Canadian Mother and Child*, Queen's Printer, Ottawa.

Child Care Booklet: *Taking Care of a Baby*, Box 125, Martha Van Rensselaer Hall, Ithaca, N. Y.

DUVALL, *Family Living*, Chapter 17, Macmillan of Canada.

Sears, Roebuck and Company, Consumer Education Division, *Infants' and Children's Clothing, Equipment, and Toys*, Chicago.

SPOCK and REINHART, *A Baby's First Year*, Little, Brown & Co. (Canada) Ltd.

Chapter 16



du Pont de Nemours and Company, Inc.

Guiding Growing Children

How Do You Answer? The following are the replies made by two teenagers when asked by their mothers to take baby sisters on an errand.

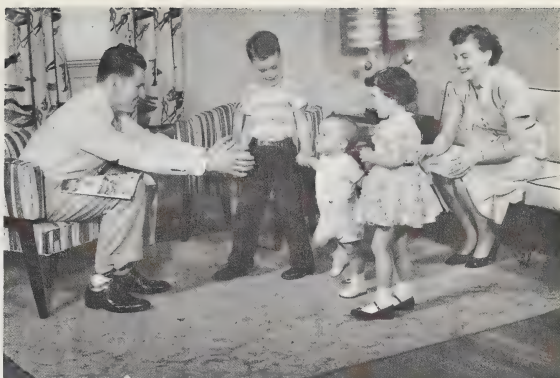
(1) "All right, Mother. When Peggy gets up from her nap we'll go to the store for you. We'll play our little game on the way. We count the steps between certain points in each block. If we end with an even number, we have a little rhyme we say. You know, she remembers the words better than I do. She's going to be the brain in our family!"

(2) "Oh, not again, Mom! Do I *have* to take Peggy? I'm tired of trying to answer all her silly questions and sick of being told to 'set a good example.' Why, I can't go anywhere without her tagging along. Kid sisters are a nuisance!"

The second girl is working up an ugly mood by feeling sorry for herself. Peggy, sensing her older sister's disapproval, will be unhappy, too. *Caring for younger sisters and brothers is an important contribution teenagers can make at home.* You and your family are happier when you take responsibility willingly. Of course, it may annoy you at times to have to care for younger sisters or brothers when you would like to be with the "gang." However, you enjoy the benefits of your home—your comfortable room, good food, the chance to entertain your friends and above all, the protection, companionship, and love of your father and mother. Working and playing with your family can be fun if you enter into the activities in good spirit.

16-1. An infant's first steps are an exciting occasion for the whole family. His older brother and sister help support the infant as he heads for father.

Photograph by Harold M. Lambert



Remember that little children truly want to be good and have you like them. Unless they are overtired or ill they are fairly bursting with energy and good spirits. Knowing what they can be expected to do at different ages will prepare you to help guide and train them in good habits. Knowing why and how youngsters do some things will make you more patient and understanding with them.

Tips about Toddlers and Runabouts. An infant is adorable and sweet and easily "stays put." A toddler, who tries to express himself in words as well as actions, is a gay stealer of hearts, too. He surprises you with some new-found ability or clever saying each day. Remember that each child is an individual not exactly like any other human being. He's learning fast how to be himself and to do things by himself. *One of the most important things you can do for him is to help him do more and more for himself.*

You find that the toddler is on the move nearly every waking moment. He needs to climb and stretch, run, jump and be active to exercise his

muscles and learn to control them. He needs an outdoor play space with a fence. Words alone won't keep him within bounds. He doesn't knock things off tables and have accidents just to destroy and to annoy you. A toddler's movements are not yet well under control, but he's curious about everything he sees. *He enjoys repetition* and will go through the same motions again and again. He will wish his favourite stories repeated endlessly.

You also need to remember that all children follow a fairly regular pattern of growth. They pass from one stage to the next in orderly steps. However, *each child moves along at his own rate of speed.* He should not be worried or hurried along because another child, even his own sister, began walking or talking earlier than he seems inclined to do. *He will take the next step when he's ready for it.* He has to do the growing himself. You stand by ready to give encouragement and help by trying to supply the tools and play materials he needs as he learns each step.

By his second birthday a child may



16-2. The toy dog has become a horse for this young toddler in his game of make believe. What fun it is for him when sister, brother, and parents join in his make-believe game.

Photograph by Harold M. Lambert

begin to resist your requests and refuse to follow directions. He understands what you say, but his words are too limited to express his feelings so his strong "No" and "I won't" are ways to show his independence. He wants to do things his way and come and go as he pleases. His equally strong "Mine!" and "My ball!" show that he is a person who believes he has rights all his own. He likes the feeling of power that comes from doing things for himself. Make requests sound like fun, and be careful not to make an issue of his stubborn spells. This may make living with the two-year-old easier. He will find better ways to express his strong feelings of independence as he learns to use his hands more surely in dressing and feeding himself, and as he learns to talk more freely.

The Busy Threes, Fours, and Fives.
Questions. A child just has to know the "why" and "how" of things he hasn't been able to learn by his pok-

ing, biting, feeling, and shaking tests. It is natural for him to be curious. The more he learns the better able he is to ask more questions about more things. Try to be patient and give him sound, sensible answers explaining things in terms he understands. Some of his questions will amaze you, and you may have to tell him you'll help him find the answers. Don't laugh at him or check his curiosity by telling him you haven't time for his silly questions. He may need the same question answered several times before he understands. Don't think he's just trying to annoy and tire you with repeated questions.

Playmates. These children are now playing *with* other children and using their toys together in all kinds of group play. As toddlers they liked to have other children around them; then they played *beside* others using separate toys most of the time. Now they hunger for company. Children sometimes run away from home to

satisfy this need for playmates. When they play only with older children or grown-ups they have little chance to direct or lead. On the other hand, if all their friends are younger than they are, the four and five-year-olds may become bossy and fail to gain as much as they should from their play. *They need the company of children their own age who talk as they do.* With children of the same age, they learn to both lead and follow. They learn to get along with other children as they take turns and share play-things.

Dawdling. After children learn to do things for themselves they may go through annoying spells of dawdling—taking a great deal of time to wash, dress, or eat. Usually, so many things catch their interest that they stop between times to play with a toy or continue making soap bubbles instead of drying their hands and hurrying to the table. Sometimes you can hurry them by giving a bit of help. Suggest something interesting to do next. This trait does require patience. Nagging and constant reminding do not help for the young dawdlers scarcely hear you and enjoy the fuss made over their slowness.

Removing his plate after a reasonable number of minutes will often hurry the slow eater. Kindergarten children sometimes respond to having limits set by a clock which they can see. That puts the responsibility of getting ready on time up to them.

Imagination and Make-believe. Mrs. Short, the next door neighbour, had a happy way with youngsters,

and they liked to visit with her as she worked in her garden. Johnny, almost four, was fascinated by the little wheelbarrow she kept close at hand for weeds she took from her flower beds. To keep him out of mischief she told him he might move the wheelbarrow as she needed it. After several minutes of co-operation, she suggested that he move it again. Nothing happened. Johnny was close by, but he didn't move. She spoke a second and a third time but still no Johnny. She was losing patience at his refusal and was about to send him home when Johnny said quite disgustedly, "I'm Star, the pony we saw out at the farm yesterday. So don't call me Johnny. If you want *me* to come, you'll have to say 'Get-up.' I won't stop either until you say 'Whoa.'"

Until his active mind found something else to pretend, Johnny was a prancing pony responding only to pony commands.

Little heads have busy minds and big imaginations. Many four-year-olds are very good story tellers and delight in having you enter into their spirit of make-believe. Sometimes it is hard for them to separate real happenings from things they imagine. By sharing their "tall tales" in fun and laughter, you make it easier for them to know what is "just pretend."

You Are a Model. Children try to do what you and others around them are doing. Would it be safe for your small brother or sister to copy *all* of your habits? Remember, families see you at your worst as well as at your best. Would you be proud of your



16-3. A small table and small chairs serve many purposes for the growing child. These young playmates have stopped their reading to have sundaes. Perhaps they are imitating the actions of their teen-age sisters and brothers.

H. J. Heinz Company

brother's imitation of your expressions and your speech? The English he speaks in adulthood will be largely dependent on what he hears at home now. Poor speech habits are hard to break. You can help him learn to speak correctly by setting a good example for him in your everyday conversation.

As Dave turned out of the driveway on his bike, his mother realized that her young daughter, Penny, was no longer at the window beside her. Knowing that quiet two-year-olds are apt to get into things, her mother went from room to room in search of Penny. She was in the bathroom where she had pulled up a stool to reach the rack of toothbrushes under the medicine cabinet. Penny explained as she stretched, "Me brush teef, too, Mommy." She had watched Dave brush his teeth before starting off to school and wanted to try it, too. "We'll get you a brush of your own, Penny, when we go shopping today," promised her mother, for she realized

that habits are formed more easily when a child shows signs of wanting to do things himself.

Your Influence — Good or Bad?

When Ronnie was three years old, he stood in the driveway as his teen-age brother, Dick, cut the hedge. As he passed, Dick noisily opened and closed his big clippers saying: "Ronnie, if you aren't careful, I'll cut off your ear." Ronnie was terrified and ran screaming to his mother. During the remainder of that summer, every time Ronnie saw his brother with the clippers, he ran to his room and hid under his bed. His mother tried to explain that Dick really did not mean to hurt him and that she wouldn't let him get hurt. So deep was the child's fear that his mother's words did not comfort him. This fear was a handicap to Ronnie.

If you show fear of thunderstorms or fear of a trip to the dentist's office, you may lead your younger sister or brother to dread them in the same way. When you tell him a police-

16-4. Sharing meal time with her parents is fun for this little girl. She has finished the main part of her meal before mother and father are ready to eat. She can feed herself while her parents have dinner.

Gerber Baby Foods



man will come and get him if he's naughty, you are building up a fear in your little brother that may keep him from accepting help when he needs it from a friendly policeman. Avoid any expression of fear in a child's presence. Never threaten a child in order to get him to obey with punishment you don't intend to carry out.

"Patty, answer the doorbell. If Tom Barton is there, tell him I'm not at home." This was the instruction that Jane, a high school junior, gave to her little sister Patty. Jane didn't realize the harm that she was doing to Patty. She was asking Patty to tell a lie. Jane was teaching her little sister to be dishonest.

One of the best ways to teach children to be honest is to be honest yourself. If it is the custom of the family to be honest in all they do, a child tends to acquire the habit of honesty. Persons who are honest speak the truth because it never occurs to them to do otherwise; they

always have done so. If a child is to acquire the habit of truthfulness, no false promises should be made in an attempt to make him behave. It is wrong for an older person to make a promise to a child when it will be impossible to fulfil the promise.

Whether you like it or not, *you are a living model at all hours of the day.* Your appearance, voice, manners, speech, fears, attitudes and beliefs have an influence on the children in your family and in your neighbourhood.

Changing from Baby Ways. Sleep. Some time between the first and second year a child may begin to omit his morning nap. His afternoon sleep period usually continues until kindergarten, though some who seem to require less sleep may use nap time for rest or quiet play. He still needs about twelve hours of sleep at night.

Food. During his second year a child continues to have a fourth light meal or at least an extra glass of milk after his nap. His growth is slowing

down now so he may require and eat less than during the rapid growth period of his first year. You'll want to encourage him to feed himself. Be prepared for finger-feeding and spilling. Remember that feeling is a way of learning about food. It's more important that mealtime be pleasant and that the toddler learn to eat a variety of foods than that manners be overly stressed. He'll have fewer accidents and be more ready for training in table manners during the pre-school years. Food served at family meals can usually be modified to suit his needs. Here are some meal patterns for children.

BREAKFAST

Fruit
Cooked cereal
Whole-wheat toast
Milk

DINNER

A main dish of eggs, cheese, meat or fish
Cooked vegetable
Raw green vegetable
Whole-wheat bread and butter
Dessert, as custard or fruit
Milk

SUPPER

A vegetable creamed, scalloped, or baked, or soup
Sandwich or whole-wheat bread and butter
Fruit, fresh or cooked
Milk

Eating Habits. The following practices will help the child form good eating habits.

1. Let a child begin to feed himself as soon as he shows an interest in trying to do so.
2. Serve him food that looks inviting and tastes well.

3. Never express a dislike for a wholesome food in the presence of a child.
4. Do not "just this one time" give the child a taste of food that he should not have. If children do not know how candy tastes, they will not want it and will be far better without it.
5. Since children are imitators, watch your own habits of eating. You should drink milk and eat vegetables. If he sees you drinking milk, your small brother will be more likely to drink it.
6. In a child's presence do not discuss his food habits, especially his refusal to eat certain foods. A child likes attention. If he discovers he can gain the family's attention by refusing to eat, he will try it again.
7. In teaching a child to eat a food for the first time or a food which he believes he dislikes, give him only a spoonful at first.
8. Serve wholesome desserts of milk and eggs.
9. Give him his meals regularly. Allow no eating of sweets between meals.
10. Let mealtime be a happy time. Be calm and matter-of-fact. Remove his plate when he begins to play and dawdle.

Clothing. George was the only child of the Hubbard family. Mrs. Hubbard enjoyed babying him and waiting on him. She disliked to see George grow up, for she thought of him as her little boy. Mrs. Hubbard continued to dress George after he was old enough to dress himself. If he lost his ball, Mrs. Hubbard hunted for it. She relaced his untied shoes.

16-5. This young lad is busily solving the mystery of how to fit the right shoe to the right foot. Children should be encouraged to dress themselves as soon as they are willing.

H. Armstrong Roberts



Although Mrs. Hubbard did not realize it, she was hindering his growth. To develop self-reliance children should be taught to wait on themselves and to dress themselves as soon as they want to help.

Children's clothes should fit well and be attractive. They like brightly coloured clothes. The bright colours are a protection when riding toy automobiles on the sidewalk or on the family driveway. Enough attention should be given to clothing to make children appreciate and take care of it. Low hooks, child-size hangers and miniature clothes trees will teach them to be neat.

In addition to being easy to launder, comfortable to wear, and allowing freedom to move, children's clothes should be easy to put on and fasten. Suitable fasteners are zippers and buttons—large and few in number. Clothes which fasten in front are easy to manage. Elastic waist bands are easier than fasteners for a beginner. Teach them that labels go

in the back to assist them in getting shirts and sweaters on straight.

Special care should be taken to fit children's shoes properly. Make sure that they do not wear shoes which have become too short for them. Socks, too, should be long enough to give ample room for growing toes. Children soon learn to pull off their socks, but they have some trouble learning to put them on again and to fit their feet into the proper shoes. By the fifth year most children can put on their shoes correctly and tie their shoe laces. When they start to kindergarten, they should be able to manage their outer clothing and rubbers themselves.

Play. Play is as serious to a child as work is to an adult. He works hard at play all day long. It should not be thought of merely as a way of passing time. Play is nature's way of getting a child to exercise enough to develop strong muscles and good control of them. In play he uses his mind to solve problems which arise, or to



16-6. Toddlers enjoy building with wooden blocks. Plastic and wooden toy animals are good toy selections for toddlers.

H. Armstrong Roberts

create things which express his own ideas.

Play takes the child out into the fresh air and sunshine and gives him a chance to "let off steam" — to express his feelings and work off some of his abundant energy. It brings him in contact with other children. The child learns that he must share and behave properly if he wishes to continue to be a member of the group. At first, his interest jumps quickly from one thing to another. Play helps develop his ability to apply himself for longer periods of time and to finish a project.

You'll need to know what children like to do at different ages and what play materials and toys will suit their purposes. The following list will guide you in selecting suitable gifts for children.

Toys Toddlers Like. When the child begins to take his first steps, he should have playthings which will develop his back, arm, and leg muscles. Toys that he can pull or push are suitable. The child will have a chance to exercise in walking and lifting.

TOYS AND BOOKS FOR TODDLERS

Toys

Blocks with box to hold them
Cuddly, washable animals and dolls
Large ball
Nested large hollow blocks
Peg board and hammer of wood
Post with coloured discs
Small table and chair set
Toy telephone
Wooden block train

Books

Nursery rhymes such as *Mother Goose*
Picture Books such as *Baby Animals*,
a Golden Book, Simon and
Schuster

A child of this age plays only a few minutes at a time with the same toy. Avoid having a clutter of toys that would confuse him. Make it a practice to help him put back some things when other toys are brought out. When he wants to help and do things you can train him to put toys and clothing away neatly. Shelves and hooks should be within his reach.

Avoid:

- (1) Mechanical toys which must be wound by an older person.

16-7. Finger painting is a favourite activity of young children. It gives them a chance to show with colour how the world looks to them.

Wendy Hilty from Shostal



- (2) Toys beyond his skill (a) Electric trains (b) Puzzles with many small pieces.

Toys for Three and Four-Year-Olds. Active play is still very important, but "let's pretend" play is stretching growing imaginations, too. Three and four-year-olds are interested in what adults do and in adult machines. Doing things as mother does them, playing doctor and nurse, and wearing cowboy and Indian togs satisfy some of their play needs. Trips by train or bus are exciting adventures and chances for learning. Pre-school children need to express their own ideas with crayons, paints, and clay. Don't direct them too closely; see that they have large papers and crayons, for their finger movements are not well controlled at this age. Never discourage children by laughing at their drawings or finger-paintings. They enjoy picture books and

stories. Help them to value books by showing them how to handle them and care for them.

TOYS AND BOOKS FOR THREE AND FOUR-YEAR-OLDS

Toys

Bean bags
Blocks for building and climbing
Clay, finger paints
Costumes—Indian, cowboy
Dolls and doll carriages
Housekeeping equipment
Large sheets of paper
Large, simple puzzles
Large size crayons
Rhythm instruments
Sand box and sand toys
Small cars, trucks, airplanes
Swings, slides, seesaw
Tricycle
Wagon

Books

Nursery Rhymes
Stories about animals
Stories about people at work and play
Picture books of boats, airplanes, fire engines, trains, and buses.

Avoid:

- (1) Poorly made toys.
- (2) Toys which have many small parts to put together (intricate model planes).

Play Materials for the Five and Six-Year-Olds. At five most children can hop and skip and enjoy games with music. They like skates, sleds, slides, and collapsible pools for active play outdoors.

Play materials which have many uses are excellent for children of this age. Boxes which were store counters yesterday may form a stage on which they act out a favourite story tomorrow. By "dressing up" they create a world of their own and live life as they see it or imagine it to be. Often several children play together changing parts and games as time goes on.

Children need a chance to create. Paints, paper, paste, and bits of yarn are materials they enjoy using. Don't make fun of their pictures or clay models. They express feelings and have meaning for them though they may look queer to you.

PLAY MATERIALS FOR FIVE AND SIX-YEAR-OLDS

Building materials

Blankets for houses, teepees and "hang-outs"
Blocks and boxes
Stout boxes

"Dress up" materials

Clean, discarded, adult clothing
Old curtains and ribbons
Old hats, purses, jewellery

Creative

Blackboard and chalk
Clay

Football

Games and puzzles
Paints, crayons, large sheets of paper
Paste, scissors, old magazines with pictures
Record player and records
Skates
Sled
Sturdy tools, gardening equipment
Weaving sets

Books

Fairy Tales (except frightening ones)
Leaf—*The Watchbirds*,
Lippincott
Milne—*When We Were Very Young*, E. P. Dutton
The Golden Songbook,
Simon and Schuster
Walt Disney's
Alice in Wonderland
Bambi
Cinderella
Snow White and Seven Dwarfs
Uncle Remus Stories
Simon and Schuster

Avoid:

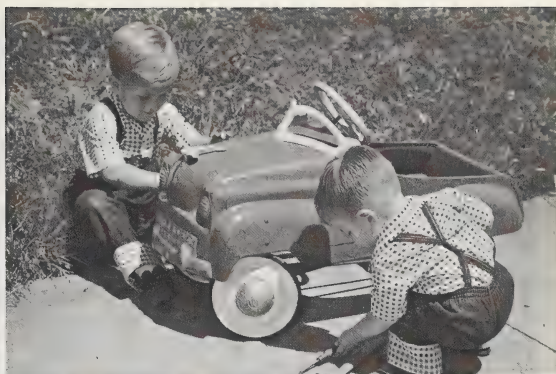
- (1) Toys which are too simple.
- (2) Toys which amuse briefly, but are just for show, not durable enough for play, such as puzzles of thin cardboard which will warp and not stay in place, glass birds, dogs or dolls.

Party Plans. It takes so little to delight a child! A "let's pretend" spirit can make a gay affair of milk served from a tiny tea set and cookies in fancy shapes.

Sometimes, however, you may wish to entertain for a birthday or special holiday. Keep in mind the suggestions on the following page for successful party planning.

16-8. These twin boys are trying to repair their car as they have seen father do. At their age, play is a very serious activity to the boys.

H. Armstrong Roberts



- (1) Three or four children of about the same age as the child for whom the party is given may have a happier time than when many children are invited. You'll need help from mothers or sisters if more are invited.

- (2) Do not keep them too long. Tired children become cross and quarrelsome.

- (3) Have simple refreshments served in party ways.

- (a) Some parents prefer that their children be given a simple meal at a regular mealtime instead of special refreshments between meals. A light but wholesome supper to serve about five o'clock near Halloween might include: baked stuffed potato boats, crisp bacon, orange gelatin salad, vanilla pudding topped with Jack o' Lanterns (peach halves placed rounded side up on pudding, and topped with chocolate bit features) and cocoa.

- (b) Refreshments with a circus theme may feature ice cream clowns.

- (c) At Easter make bunnies from two small balls of ice

cream (one on top of the other) with pink-lined paper ears. Serve with simple cookies cut in rabbit and chicken shapes.

- (d) Play simple, active games. Avoid those which require prizes, unless you arrange for every child to get a prize to take home.

Guiding Children into Good Behaviour. The little "terrors" we see in action sometimes have become that way because of the lack of understanding with which people have treated them. They were not born like that. Harsh discipline or a combination of severe and lax measures are as often responsible as a too free and easy manner of control. When you insist on certain behaviour or when you must punish, make certain the child understands that you still love him. Be sure he knows that it's the naughty action you dislike and disapprove, not him.

There are many causes for misbehaviour. If you can recognize the cause, you may be able to prevent it. *Many unpleasant actions occur when the child is overtired, hungry or ill.*



Courtesy of "Johnson's Wax"

16-9. Small birthday parties are more fun and less confusing for youngsters. Simple games and refreshments complete a birthday celebration when the guests are of varied ages.

A regular routine helps to reduce these conditions and to improve his general health.

Anger may result in temper tantrums. A child who can't express himself in words may flare up (1) when he's made to do something which takes him from his play, (2) when a toy breaks or doesn't work properly, or (3) when someone has something he wants. Sometimes he has discovered that he can get attention readily and get his own way by putting on a scene. In most cases, if you ignore his stormy protest and quietly go about something else, he'll discover that the tantrum does no good. When he has calmed down, you can show him how to work the toy. Give him more attention when he is behaving well. Children differ

in the amount of "spunk" they show and in the way they react to your help. You get along with them better if you can keep calm.

Jealousy causes children to behave badly or to show off to get attention. Families should be careful not to show favouritism to any member. A small child finds it hard to accept a new baby in the family, for attention formerly given him is now centred on the baby. You can help a younger sister or brother at such times by doing things he likes with him while your mother is busy with the baby. You can build up his importance as a "big" brother by letting him share in preparing for the new baby, by speaking of it as "his" baby brother or sister, and by providing him with some regular duties to perform as his part

in the baby's care. Make certain he understands that he's not left out and that the family circle can be stretched to take in the new baby.

Fear of the dark or fear of being alone sometimes makes a child put off going to bed as long as he can. You can't shame him out of such a fear or laugh it off. It is very real to him, and it would be cruel to force him to "stick it out" alone. Taking a much-loved toy to bed or arranging the light so that he knows he can turn it on if he wants may help. A longer period of quiet stories at bedtime or even sitting with him for a while may be best.

You have been growing in your understanding of children and their care. You now realize that much of

a child's behaviour is learned from those with whom he lives and plays. He accepts the ways of his family.

He grows up understanding that there are certain limits on his actions. He is not allowed to run wild or to be spoiled because he has learned that others around him have certain rights which he must respect. He learns to do things for himself and to depend upon himself because you have been careful to give him a chance to do so as early as possible. You have avoided protecting and guarding him too much. He must face some of the "bumps" himself sooner or later. You have a happy time laughing and learning with this small brother or neighbour who is so eager to grow into a "big" boy.

16-10. Some parents prefer to serve a simple meal at a birthday party. Children like wearing costumes and party hats. They also enjoy taking home favours or prizes.

Hariette Archer from Shostal



FOR YOU TO DO

1. Talk with the librarian about books for children. Make a list of several which are suitable to the age of children you care for. Learn to tell three new children's stories well.

2. Go to a shop for children or the toy department of a store. Make a list of toys you would select for your little brother, sister, or neighbour. In class, discuss which ones would be *poor buys*.

3. Check the playthings your small brother or sister has. Draw some sketches or find magazine pictures to show what shelves and cabinets would be suitable for storing these toys. Perhaps your father will help you arrange a storage space in the child's room. Old orange crates which have been sanded and painted may solve the problem.

4. Observe children at play. List some things which have been planned to keep them safe. What other suggestions would you make?

5. Have class members tell about the abilities of younger brothers or sisters or other children with whom they babysit. If your parents are willing, bring your baby book (growth record) to compare with books belonging to other class members.

6. Discuss this statement: Every child grows by his own timetable.

7. Why is each child different from every other child?

8. Arrange to visit a nursery school or kindergarten to observe how children work and play together. Notice which stories and music the teacher uses. If possible, go again near the end of the year and see how the children have grown and what the changes are in their interests and abilities.

9. Have class members who have small brothers and sisters bring to class some children's garments which are easy for children to manage themselves. Discuss the good points of the clothes.

OTHER BOOKS AND BOOKLETS TO READ

Canada Department of National Health and Welfare, Publications: *Up the Years from One to Six; Building Self-Confidence; Pocket Money, Play for Pre-Schoolers*, Queen's Printer, Ottawa, Ontario.

DUVALL, *Family Living*, Chapters 16, 17, and 18, Macmillan of Canada.

JENKINS, BAUER, SHACTER, *Teen-Agers*, Unit 4, W. J. Gage.

Kassirer, Eve: *What's What for Children*, Citizen's Committee on Children, c/o The Runge Press Limited, 124-128 Queen Street, Ottawa, Ontario.

McKenzie and Raymond: *Parties for Pre-Schoolers*, University of Toronto Press.

Public-Affairs Pamphlets: No. 141, Hymes, *Enjoy Your Child Ages 1, 2, and 3*; No. 163, Hymes, *Three to Six Your Child Starts to School*; Public Affairs Committee, 22 E. 38th St., New York.

SPOCK, *Baby and Child Care* (Revised), Pocket Books of Canada, Ltd.

SPOCK and LOWENBERG, *Feeding Your Baby and Child*, Pocket Books of Canada, Ltd.



Gerber Baby Foods

Be a Better Baby Sitter

An Occupation for Teen-agers. You have been around children enough to have gained some experience in caring for them. Perhaps your very first baby-sitting job occurred when your mother went shopping and left you to “keep and eye on” your younger sister and brother. Possibly a neighbour asked you to spend a few hours after school with her youngsters.

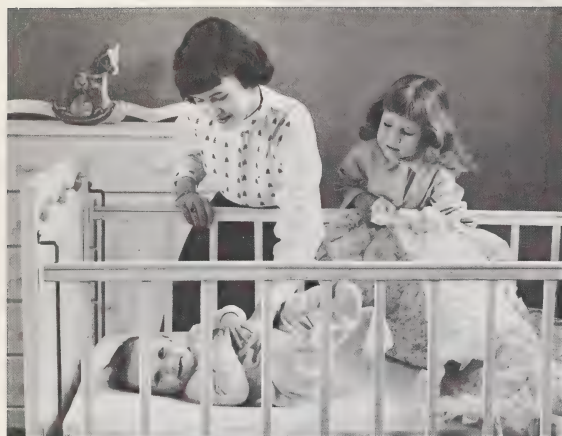
Until recent years this was known as “minding the baby,” a task for grandmother, aunts, or other older relatives. Today families often live across the country from grandmother instead of in the next block or on the next farm, so she may not be available for baby-sitting.

Also, parents of young children go away from home without their children more often than was the custom

years ago. The increase in the number of mothers with full or part-time jobs has been responsible, too, for a part of the widespread demand for baby sitters.

Your free time, late afternoons, evenings, and weekends, is just the time parents often wish to be away. Since spending money seems to be a constant need of teen-agers, this new occupation has become a thriving business, a large-scale operation. *Every evening thousands of teen-agers across the country start out on the job* even as you go across the street to sit with Johnny and Mary Jones.

Many of you have a knack with children. Children like you and look forward to your hours with them. Parents are so well pleased with your



17-1. By letting sister help put the baby to bed, the sitter is doing her job well. She has both children with her until they are in bed. The sitter also understands that the baby's sister wants attention.

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services that you have more requests than you have time to fill.

Some of you do not feel able to meet all the problems you have to face. You will want to learn all you can about children through conversation with parents, nurses, and teachers of small children, by reading books and magazines, and by observing children in all kinds of situations. Exchanging ideas in class will help you find what has worked for other sitters and will answer some of your questions.

Qualities of a Good Baby Sitter.

(1) If you like children and enjoy being with them, you have one of the most important qualities for success. Little children need your approval and the evidence of your affection to feel secure. Child specialists agree that the need to be loved is a hunger similar to the body's need for food. Your task is easier, too, if children like you. However, this is not something you can force. A child becomes friendly in his own way in his own good time. He needs a chance to look

you over and to see by your actions that you are a friend. He relaxes and is friendly, too, if he finds that he can count on you. Try to go early or stop in for a half hour the day before you sit with a new family so that you can become acquainted.

(2) *An understanding of how children develop*, what they are able to do at different ages, and what play and toys will fit their needs, gives you confidence in your ability to handle them.

(3) *Keeping children's playtime happy* so they'll have a contented, successful feeling about their activities is largely a matter of timing. You need to know when to suggest a new game to prevent upsets and tears. Notice when the child needs a change from active play to some less exciting fun. Turn to story-telling or crayon work before he's cross and tired out.

(4) *Patience* is another quality to exercise frequently. Little children wish to please. They don't have accidents or make noise just to annoy. Be

17-2. Good example from his older brother has taught this young boy how to treat the family pet kindly. He holds the puppy and gives advice as his brother builds a house for their new pet.

H. Armstrong Roberts



fair and understanding. If you appreciate, too, how much they enjoy repetition, you'll be able to take in your stride that tenth request for the "Peter Rabbit" story. You have to be firm at times but be calm and kind; don't storm and shout.

(5) Let them know you have a *sense of humour*. It helps sometimes to romp and play with them and enter into their make-believe games in a spirit of fun. Don't direct them all the time, but try out their ideas and inventions and use their toys as they suggest.

(6) *You must be dependable*. Parents want to know that they can count on you to arrive on schedule, to follow given instructions, and to be able to keep calm in an emergency. These good qualities help you gain children's respect. If you try to keep things pleasant and are understanding and kind, children usually respond by being good-natured and co-operative. They can sense whether you are confident that you can manage. It doesn't pay, however, to parade

or show off your authority, especially with your own brothers or sisters. If you are irritable and behave badly can you expect them to do better than you do?

Safety — First, Last, and All the Time. Kathy, the two-year-old, was having great fun pushing her doll carriage back and forth along the sidewalk in front of her home. Her mother and older brothers, Billy and Timmy, were at the clothesline beside the house. A sudden screech of brakes attracted their attention to the street where a terrified driver jumped from his delivery truck to examine the child he had hit. Imagine their horror to see that it was Kathy, lying dazed and white there in the street. Only a moment before she'd been safe, playing happily on the sidewalk. No one had expected Kathy to dash into the road. She seemed in no danger with her family on guard. *Children move so quickly.*

When children begin to walk and are able to play outside, their safety becomes an even greater concern. If



17-3. The baby sitter is feeding the child at the time scheduled by the baby's mother. Feeding time with the sitter is fun for this toddler.

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you know where danger lurks, you can be cautious and avoid serious accidents. Try not to make children fear every new thing. Help them to understand why care must be taken and what is the safe thing to do.

Be sure to follow traffic signals carefully when walking with a child. Cross at regular crosswalks and take care not to step out into the street from between parked cars. Remember that *a child learns most readily by imitation.*

Open the door next to the curb when you get in or out of a car. Be careful when closing a door or rolling up a car window not to catch a child's finger. Watch very carefully when children are in the back seat to see that they don't touch door handles. Serious accidents have occurred when youngsters have fallen from moving cars onto the pavement. Never allow children to wave their arms outside car windows. This may confuse the driver of the car behind

you. An elbow could be crushed or a hand injured should the car pass near the pier of an underpass or be crowded close to a moving truck or bus in traffic.

Garden tools such as rakes, hoes, and lawn mowers can cause painful accidents. *Trash or rubbish* awaiting collection may contain broken glass or cans with jagged edges which could give a child a nasty cut.

How to treat pets can be taught largely by good example. Little children try to play with a kitten or puppy as they would a toy, not realizing that a pet feels pain. It is asking too much of a dog to expect him to take rough and tumble scuffling or tail-pulling without biting or defending himself. Children should have pets only when they are old enough to be taught to treat them kindly. Introduce a little child to a pet in a careful manner showing him how to pat it gently. *Never let a child maul or hurt a pet.* One should not rush at

or startle a strange dog. Never put out your hand to pat him. If the dog shows signs of friendliness as he comes toward you, speak softly to him.

Children must be taught *not to handle levers on ranges*. Some manufacturers of gas stoves have safety keys which, when turned and removed, cut off the supply of gas to all burners so a child can not possibly turn on a burner and allow gas to escape. Toddlers often stand on tip-toe to reach everything within their range of vision. Dreadful burns have resulted when skillets of hot fat or pots of coffee have been overturned. *Turn handles of pans toward the centre of the stove or table away from exploring fingers.*

Fireplace screens should be securely in place when children are moving about the room. Tragic accidents have occurred when flannel nighties or fuzzy bathrobes brushed too close. Matches and cigarette lighters should be placed well out of reach of little fingers. Older children must learn to understand the dangers of playing with fire from bonfires or doing daring, foolish things with matches.

A guard rail low enough to reach and small enough to grasp will make stairs safer for little stair-climbers. Playthings such as roller skates and marbles, when left on steps or on the floor, have caused serious falls. Help children to form the habit of putting toys away before they move on to a new play spot.

Objects which move have a special

fascination. When the washing machine wringer is in motion, children should be well out of the way. Sewing machines and electric mixers are not gadgets for little folk to explore. *Electric fans should be placed high above the climber's reach.* The cords of electric appliances and extension cords are poor playthings. Bad burns or fatal shock have sometimes resulted from children's unobserved biting of cords or probing with bobby pins or nail files into electric sockets.

An active child can squirm out of the fastenings on his high chair, pull himself up to standing position and tip the chair over before you can turn around. *It is unsafe to leave him in his high chair when you are out of the room.* For the older child, a small table with a suitable chair is safer.

Sharp objects like scissors, knives, or pencils are dangerous weapons in the hands of a runabout. Even wooden lollipop sticks may puncture the roof of his mouth if he should tumble forward. *Never let a child run about or ride his tricycle with a wooden lollipop stick in his mouth.*

Open windows should have well-fitted, sturdy screens, and porch railings should be in good repair. Spindles on stair or porch railings should be closely spaced so that it would be impossible for a baby to work his head in between them. Things often come out much harder than they go in! You can't have a child out of your sight without constant checking on his activities. Even when you're in



LIFE magazine

17-4. Junior high school aged boys often find baby-sitting a profitable part-time job. This boy practises the art of giving a bottle to a baby in a special baby-sitting training course.

the same room, *your attention must not be so taken by a book or by television that you forget to guard his safety.*

Setting Up Standards. *You, as a baby sitter, are handling our nation's most precious possession. You have an important responsibility and a real opportunity, too. You have a chance: (1) to learn how to get along with many kinds of persons of all ages; (2) to learn about children's care first hand so that you'll know what to do and what *not* to do when you are a parent; and, at the same time, (3) to help guide youngsters into happy, helpful lives.*

Employees in practically every occupation are given a period of training. This period may last a few hours or take months or years. It seems reasonable that you should prepare yourself and set up some standards to guide you in your work.

Several junior high and senior high school classes were asked to list the practices which they considered fair to parents and sitters. The code they worked out was displayed at a P.T.A. Open House at which time parents were asked to add their comments. Both sets of suggestions are given in the two-column summary on the facing page.



17-5. A young child enjoys imitating the actions of the baby sitter. Although this teen-ager is reading, she stays close to the child. The safety of the child is the responsibility of the baby sitter.

E. G. Dohnert from A. Devaney, N.Y.

BABY SITTER'S GUIDE

The Sitter May Expect The Parents:

- (1) To return at the time promised or phone if detained.
- (2) To take her to her door if she leaves after dark.
- (3) Cancel the appointment if children are ill or have been exposed to a communicable disease.
- (4) To prepare children for their parent's departure indicating that the sitter will carry out usual routine.
- (5) To leave a *written* schedule for the baby, and to instruct about baths, bed-time routine, and foods to prepare.
- (6) To leave instructions for meal preparation, and indicate which food (if any) may be used for snacks for children and herself.
- (7) To leave a list of *phone numbers*:
 - (a) Where to reach the parents.
 - (b) Relatives to contact if needed.
 - (c) Doctor.
 - (d) Fire and Police departments.
- (8) To pay as agreed for work assigned. (In some cases extra pay is customary for hours after midnight and for house-work done in addition to child care.)
- (9) To leave instruction concerning deliveries she may expect (as dry cleaning, groceries).
- (10) To show her where to find clothes for children, flashlight, how to use stove or other appliances, location of light switches, how to lock house, how to use radio or TV set, and programmes which children may have.

Parents May Expect The Sitter:

- (1) To arrive at the time agreed upon.
- (2) To provide her own transportation during the daytime.
- (3) To cancel her appointment if ill or if she knows she was exposed to a communicable disease.
- (4) To avoid use of bribes or threats to scare children into obedience.
- (5) To follow as well as possible the instructions parents have given.
- (6) To give children regular meals on time, and to use only foods specified for snacks.
- (7) To take phone messages accurately in *writing* and use the phone only for necessary calls. To handle emergencies calmly and to the best of her ability.
- (8) To give her complete attention to children while they are awake and check up frequently after they are in bed. To leave the house in the same good order.
- (9) To admit only such people as the parents have told her are expected. To have no friends visit.
- (10) To respect property of others and not peep into closets and dresser drawers. To follow instructions concerning use of TV and radio (for children and herself). To lock doors as directed.



Boston Traveler

17-6. The last safety pin is being placed on the baby's diaper. These girls practise diapering and other baby-sitting skills on a live model in a baby-sitting education course.

Getting the Child's Co-operation.

You feel like rebelling when someone tells you that you *can not* do something you very much wish to do. Very often you ask "Why?" It doesn't make you wish to obey to have the person

in authority say "Because I told you to!" Does it seem reasonable that little children may feel much as you do? The way you speak or act may affect the child's response.

Those who work with children believe that the following suggestions may encourage good behaviour:

(1) Warn a child a few minutes before stopping his play.

(2) Use simple words he understands. Be brief in your directions.

(3) Give directions in a positive manner showing that you expect him to carry them out. For example, do not say: "You can't go to the table with hair like that!" Instead, say: "Big boys have their hair combed before meals."

(4) Present suggestions in a way to get him moving, make a game of it. For example: "Let's skip from the swing to the house."

(5) Allow a choice sometimes to get a good response. For example: "There are two jobs to do. I'll do one. Will you place the toys neatly on the shelves, or will you put the crayons in the box and clean up the table?"

(6) *Encourage him with praise when something is well done.* He needs a feeling of success and approval.

FOR YOU TO DO

1. Rates of pay for baby-sitting differ throughout the country. The number of children in the home and whether you do household tasks such as dishes and cleaning, affect the rates paid. Compare experiences and add to the code on page 277 other items to suit the needs of baby sitters and parents in your community.

2. Have volunteers from the class play the roles of parents, children, and baby sitters in situations involving children of various ages. For example, a scene including a sobbing toddler, parents dressed to go out, and a teen-age baby sitter may be used. These may be real experiences of members of the class. Let class discuss or dramatize different

ways to handle each problem.

3. Some sitters find it helpful to have a kit of inexpensive play materials and books which they collect and take "on the job" with them. Assemble a kit to place on display. What are precautions to observe in using such a kit?

4. Bring to class a favourite book of your childhood days or one your younger sister or brother likes. Tell the class for which age child it is suited and why you consider it a good book.

5. Arrange a place on the bulletin board for newspaper clippings of accidents to children under ten years old. Observe the number and variety of accidents over a two-week period. Discuss in class how these accidents might have been prevented. Decide how to avoid home accident-causing situations.

6. Make a toy suitable for the child for whom you baby-sit. Or, as a class project, prepare toys for Junior Red Cross.

OTHER BOOKS AND BOOKLETS TO READ

Canada Department of National Health and Welfare, Publications: *How Safe Is Your Home?; Keep Them Safe*, Queen's Printer, Ottawa, Ontario.

Child Care Booklets: *Taking Care of a Pre-School Child*,
Taking Care of a School Age Child.
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UNIT IV

LOOKING YOUR BEST

Your appearance reflects your health, posture, cleanliness and good grooming. Careful grooming includes proper care of skin, hair, nails, and teeth. Also very important is your choice of clothes and how you wear them. It is not necessary to have many clothes to look your best. Becoming colours and clothes well designed for you help you to look more attractive.

Girls may choose to make their own clothes. You too can increase your wardrobe by learning to sew. Having the basic sewing equipment and knowing how the sewing machine works give you a confident start. You may start with a simple clothing project to learn the basic steps in making clothes.

Knowledge of fabrics is important for buying materials for your sewing projects and also for buying ready-made clothes for your clothes plan. Pointers about fibre content, fabric and fabric finishes, good construction, and proper fit help boys and girls to select ready-made garments wisely. In addition to these pointers, the wise teenage shopper checks that the garment is becoming and suitable for the occasion.

Chapter 18



H. Armstrong Roberts

As Others See You

Someone's Coming! Your eagle-eyed brother Tom, who doesn't miss a trick, has just announced, "There's someone coming up the walk, Sis." You take time for a quick look as you pass the window on your way to answer the doorbell. You discover that the caller is a stranger, a girl about your own age. What do you notice first about her?

List on the board the answers given by each member of your class. Discuss the importance of each point suggested. Suppose your caller were Ted West whose family moved into the house at the end of your street last week. Would your answer be different?

First impressions are important. *Until you speak, you are judged solely on your appearance.* The kind of pic-

ture you present to the world depends upon your clothes, the way you wear them, and your *grooming*, that is, the careful attention you give to all matters of your person. Try to create an interesting, attractive picture. Be a friendly, cheerful person with a pleasant expression, and make the most of yourself.

Good Grooming. Careful grooming gives people you meet a pleasing impression of you. Still more important, it helps you walk along proudly. It gives you a feeling of confidence. You start out with one count in your favour when you feel that all's well and that people approve of your appearance.

It has been said that good grooming isn't a matter of dollars; it's just sense about yourself. Knowing which clothes and hair styles are becoming

to you, caring enough to attend to daily routines of health and cleanliness, keeping everything you own in the best possible condition — these make sense. It takes a little extra effort rather than a lot of money. You may not have a model figure nor perfect features, but *you can be well groomed*. That important part of your appearance is up to you.

Careful grooming is like the gift-wrapping on a package. A good appearance makes other people wish to know you better. Good appearance is not to be made the main purpose of your life, however. Attractive girls and clean-cut young fellows have made beauty more than skin deep. The good impression that you make as a well-groomed person will give you confidence.

Clothes Sense Will Save Cents!
“How does Gail manage to look ‘tops’ all of the time?” questioned Peggy. “Even in slacks she looks sharp.” “I’m trying one of Gail’s secrets myself,” replied Nancy, “and it does help. She takes a couple of hours one night each week for pressing and ‘fix-up’ jobs. That way she always keeps snaps and buttons on, her hems in repair, and her clothes pressed and neat. It doesn’t take half so long to dress if everything’s ready to wear and you don’t have to stop to fix a rip or do some pressing. Gail says that the extra care has cut her clothes expenses, too. Why don’t you try it, Peggy?”

Boys who wish to look well-groomed can learn to sew on buttons and press trousers every bit as well

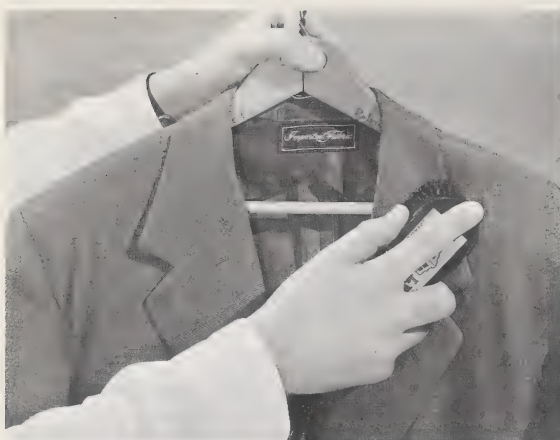
as their sisters can. Plenty of boys at college and in military service have learned the hard way.

Good Clothes Deserve Good Care.
Teen-agers who always look neat seldom spend as much on clothes as those who dress carelessly. Often, an untidy girl like Dottie buys some new thing every week or two. Because she

18-1. Others see the full length view of you. Do you check your head-to-toe appearance before you leave home? Do you make changes needed for a well-groomed look?

Bristol-Myers Company





18-2. A good clothesbrush is an aid to grooming. Clothes which have been aired, brushed or cleaned, and hung properly after wearing, wear and look well longer.

Money Management Institute
Household Finance Corporation

doesn't hang up her clothes properly, doesn't bother to keep them pressed and clean, and doesn't take that "stitch in time," her clothes soon lose their trim look. Instead of fixing up the things she has, she decides to discard them to buy new clothes. She handles new clothes so carelessly that they are soon unfit for wear. *Clothes treated with respect last longer and look well while you are wearing them.*

Tips about Spots. Beverly spent fifteen minutes trying to remove a grease spot from her dress. After the spot disappeared, she spent fifteen minutes more removing the ring that had formed as a result of her cleaning efforts. If she had taken a half minute to put on an apron before she began to whip the cream which made the spot, she would have saved thirty minutes of work. Save wear and tear on school clothes by changing them when you get home. It is easier to protect clothes from spotting than it is to remove spots.

When spots occur, remove them as

soon as possible. To remove a spot: (1) place a folded towel or clean cloth underneath the spotted part of the garment; (2) with a clean cloth apply a *non-flammable* cleaning fluid, rubbing lightly along the threads of the garment from the outside to the centre of the spot; (3) apply the cleaning fluid a little at a time.

To avoid dry-cleaning expense, whenever possible choose washable clothes. It is not wise to dry-clean garments at home because many dry-cleaning fluids are flammable or explosive. If you have clothes to be cleaned, choose a reliable dry-cleaner and send your clothes before they are too soiled. Remove fancy buttons and close zippers before taking clothes to the cleaners. If there is heavy spotting, as with ink or grease, pin a note on the garment to tell what the spots are. The dry-cleaner then will know which method or cleaner to use in removing them.

Keeping Clothes Spick-and-Span. Tom's slacks have baggy knees and

wrinkles because a quick toss over a chair is all the care that Tom gives them. Always hang your clothes on hangers and air them after each wearing to avoid constant pressing. Where closet space is limited, use special trouser, skirt, and blouse hangers. Such hangers will hold five or six skirts or trousers and take as little closet space as a single clothes hanger.

Shoes that are put on shoe trees as soon as they are removed will keep their shape much longer. Shining shoes frequently not only removes and prevents stains but also makes the leather last longer. Having heels and toes repaired before the damage has gone too far is thrifty. Shoes which are polished and waxed before wearing do not scuff or show signs of wear as quickly as untreated shoes. Your shoes will look well longer and wear better if you protect them on rainy or snowy days by slipping on plastic or rubber boots. Keeping your feet dry may help you to avoid a cold.

Even though your clothes are hung in a tightly closed closet, some dust will collect on them. It pays to cover seldom-worn clothes with a cloth or plastic bag.

Strive to make the best possible clothes choices and then keep what you have in good repair at all times.

General Fitness — Good Health. Good health is a "must" if you are to look your best at all times. Your eyes, the set of your shoulders, your jaunty step, your zest for living, all reflect your state of health. Your

disposition, too, is affected by your routine of sleep, exercise, good food habits, and regular elimination.

Many of you are on the go constantly, rushing from one activity to another every waking moment. You postpone bedtime because you have so many things you want to do. Dark circles under your eyes and a "dragged out" feeling show your lack of sleep. "Flying off the handle" or losing your temper too easily are other ways you show your need for more rest. Eight hours of sleep may be enough for some, but many active teen-agers find life moves along more smoothly when they have *nine or ten hours of rest*.

Food plays an important part in how you look and how you feel as explained on pages 56 - 60.

Posture. "Who is the new girl in the ninth grade, Miss Downs?" asked Mrs. White, a teacher at Central High. "She's tall for her age, and she slouches badly. She keeps her eyes on her feet and doesn't give you a chance to speak to her." "I've noticed how she walks about by herself. She darts off like a scared rabbit if you try to speak to her," replied Miss Downs, dean of girls. "Is there something you can do to help, Mrs. White?" "Yes," answered Mrs. White. "I'll urge my homeroom girls to invite her to go with them to the rally tonight. They're so friendly that they can put anyone at ease. Perhaps they can help her be proud of her height and overcome that slouch she has."

Your posture tells others what kind



18-3. Outdoor exercise is good for the complexion as well as for body muscles. The stance used in most sports activities is good for your posture.

C. Martin from Shostal

of person you are. The way you stand and carry yourself as you walk has an important influence on the impression you make. Poor posture is unbecoming and is really uncomfortable as well. You'll feel better and look better if you make good posture a habit. Money is wasted on good-looking clothes when a person slouches or moves awkwardly. The most expensive clothes you can buy will not cover up poor posture.

Wearing well-fitted shoes with proper heels in good repair helps you maintain body balance and makes walking easier and more graceful. Check your reflection in a long mirror or in store windows as you walk along the street. Sports like basketball and tennis, as well as dancing, help teen-agers co-ordinate their movements better and carry themselves more gracefully. Point your feet straight ahead as you walk and move in a straight line without toeing in or out as you step. Practise at home until you make a graceful walk a well-formed habit. Avoid watching

your feet as you walk or go up and down stairs as that throws your body out of line.

Stand tall so that your chin is in, chest is high, abdomen flat, your knees relaxed and your weight is well balanced over the arches of your feet. You should be able to draw a straight line from shoulder to hip bone to ankle. To get the feel of good posture, stand with your back to the wall so that your hips, shoulders and head touch the wall. Stand with your feet parallel and heels four inches from the wall. Move your feet slowly back until heels touch wall. Keep the small of your back against the wall as you keep your head and shoulders in position. Try to keep that position as you walk away from the wall and move about the room. Balancing a book on the head is another favourite trick models use to help them maintain good posture as they walk and move up and down stairs.

Practise sitting down in a chair instead of flopping down. Place the small of your back against the back

18-4. A neat, clean appearance and well fitted clothes are the ingredients of a well dressed teen-ager. It is not necessary to have a large wardrobe.

H. Armstrong Roberts



of the chair; do not perch awkwardly on the front edge of the chair seat so that you are in a half reclining position. *You can overcome careless posture habits if you remember to sit and stand tall.*

Exercise. A brisk walk, a spirited game of tennis, or an exciting game of basketball gives you the exercise you need to keep your muscles in good shape. Active sports out-of-doors are fine because they take you out into the sunshine and fresh air. Many posture defects can be cured or helped by special exercises. Muscles strengthened by exercise hold the various organs in place, thus allowing them to function better. Arrange some time for exercise every day.

Clean as Can Be. "There goes a gal who will get my vote for this school's ideal girl," exclaimed Chuck Shaw, editor of the yearbook, as he glanced out the window. "She'll have at least two votes then, for she's my choice, too," commented Gary Johnson. "Her features may not be perfect, but I go for that neat, really clean look every time." People every-

where like the "natural look" of girls who have a well-scrubbed appearance. To look and be soap-water-clean is the secret of good grooming.

The daily bath should be a thorough and pleasant routine. You do not need a movie-style bathroom for your scrubbing. You can get "clean as clean" in a tub, shower or basin sponge bath. Use the method you prefer or find most convenient.

For a *relaxing bedtime bath* use warm water and gently pat the skin dry. If your skin chaps easily, apply a lotion or a thin film of baby oil. A *cleansing bath* can be taken in the morning or at bedtime. Use soap freely giving elbows, armpits, knees, and heels special attention. Rinse thoroughly. Make your morning bath a "waker-upper" by using a final dash of cool water and rubbing your body briskly with the towel.

Your face will need more than one daily cleansing. If your skin is oily, you may want to wash it with soap and water three times a day. If your skin is dry, use a cream to remove all make-up before applying more.



The Toni Company

18-5. Everything about this girl bespeaks good grooming. Cleanliness and an attractive hair style add to her good looks. Her make-up is applied well, and her nails are manicured.

Your hands come in contact with bacteria and disease germs with almost everything you touch. You will need to wash them often. Make it a habit to wash your hands always before eating or handling food and after going to the toilet.

The skin plays an important part in cooling the body and giving off waste material in the form of sweat and oil. Under normal conditions the skin gives off from one to two pints or more of perspiration daily over the total body surface. The amount of moisture varies with the weather, the person, one's physical activity, ner-

vous excitement and the clothing one wears. As the water evaporates, the body is cooled, but waste materials and oil from the skin's sweat and oil glands are left on the surface. Unless the skin is washed frequently an unpleasant odour may develop. Girls and boys often perspire freely because of their active lives and the important internal changes which are going on as they grow.

Clothes worn next to skin absorb perspiration and collect oils and wastes from the pores of the skin. This explains why underwear should be changed often. If dress shields are worn to protect outer garments, they must be washed often so that they will not retain odours which may offend other students.

A Word to the Wise. Bathing removes all traces of perspiration for the time being. To guard against body odour between baths, a deodorant may be applied under the arms, to the feet, and other places where one perspires heavily. Boys and girls should observe this good habit.

An *anti-perspirant*, a preparation which stops perspiration in the areas where it is used, may be needed to protect the clothes of those who perspire very freely. Some of you may prefer a *deodorant*, which overcomes perspiration odour without stopping perspiration. Most persons find the cream, spray, or liquid deodorants and anti-perspirants harmless to health and fabrics and effective if applied as directed. If you do not care to use the products sold in stores or find that they irritate your skin, you

may use a soda solution (1 teaspoon baking soda to one-third cup water) as a simple deodorant. Use a piece of cotton or tissue dampened with the soda water to sponge areas where you perspire freely.

If under-arm hair is removed, moisture in that area will evaporate faster, and it will be easier to keep fresh and dainty at all times. Shaving with a safety razor is a satisfactory way to remove under-arm hair. Rinse the razor blade and dry it before replacing it in its case.

Girls may use a refreshing touch of cologne or other light fragrance, but should avoid using heavy perfumes with clinging odours. A little goes a long way.

Towels and Tubs. Each member of the family should have his own towel and washcloth, and a special rack or space for them in the bathroom. Linens should be laundered often, for the effects of a cleansing bath may be lost if soiled towels or washcloths are used. Remember that other members of your family share the bathroom, too. When you have finished your bath, scrub the tub clean and don't leave your clothes lying around. Don't be selfish and insist on a morning bath if several members of your family are getting ready for school or work at the same hour. Be as quiet as possible at your bedtime bath if others are trying to sleep.

Make-up for Girls. Since you were very young you have played at being grown-up. At the tender age of two or three you may have tried out the



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18-6. Smooth bangs fringing her forehead and hair brushed up on the sides emphasize this girl's eyes, her best feature. Are your eyes your best feature?

lipstick and powder you found in your mother's or aunt's purse. Now you feel old enough to wear make-up as you please. Be sure you do not put it on as heavily and carelessly as you did at five! Powder and lipstick should be applied only to accent that natural beauty all possess. A thick covering of dark-coloured powder and a careless, heavy smear of lipstick makes a young face look hard and coarse.

Always start with a perfectly clean face. Choose make-up which blends well with your skin colour and harmonizes with your clothes, too. You may wish to use a bit of foundation



The Toni Company

18-7. Well manicured hands add to the attractive appearance of this teenager. Natural colour nail polish gives nails a nice finish.

cream or lotion, but apply your powder with a light hand. Blend it well down onto the neck so that there is no visible line. Young faces do not need rouge. Your own colouring is much more attractive as it is.

Use great care in selecting lipstick which is right for *your natural colouring and the colour of your clothes*. Note the colour of your skin. Will a violet-red or orange-red harmonize with your skin colour? Practise shaping your lips carefully so that you get a clean, firm, natural line. In applying lipstick, blot your lips on tissues (*never on towels*) to make sure that the lipstick is not so heavy that it will leave a smear on everything you touch.

If you want to keep your skin fresh and lovely, *remove every trace of old make-up before applying more*. At

bedtime make a lather of soap with your hands and gently massage your face with an upward motion to be sure the skin is clean. Careful rinsing with clear water and a final dash of cold water to close the pores are important parts of your nightly skin care. Pat the skin gently with a clean towel to dry it. If your skin is very dry, you may wish to apply a bit of cold cream to keep it soft. A girl with a naturally oily skin needs to wash her face several times a day.

Reminders about Make-up.

(1) Use only a clean powder puff. A bit of cotton works well and can be thrown away.
(2) Never trade lipsticks or lend compacts.

(3) Choose your cosmetics to match your colouring rather than because a friend uses a certain brand or a movie star endorses it.

(4) Keep your beauty aids a secret. *Don't do a start-to-finish make-up job at the table or any place in public.*

(5) You wish others to be aware of you as a person, so don't cover your face with a mask of make-up. *It is better to use too little than too much.*

Time on Your Hands. "Jill should model rings or bracelets. I've never seen hands as pretty as hers," confided Lois to Jill's mother as they waited for Jill to serve the dessert. "You wouldn't have said that two year ago, Lois. Jill was a nail-biter then. She broke the habit by letting one nail grow long on each hand at a time. When she showed me that she could grow a set of nails, I gave her the leather-cased manicure set

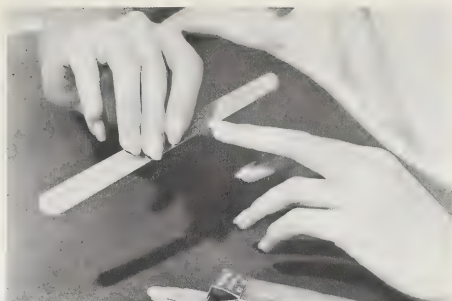
she wanted so much. It was quite a struggle, but we are proud that Jill overcame that nervous habit."

Clean, well-kept nails are an important part of good grooming for boys and girls. Many people like Jill chew their fingers and nails and are ashamed of their hands. If you wish good-looking fingernails, you must let them grow long enough to shape nicely with a file or emery board. They should be *tapered to fit the shape of your fingers.*

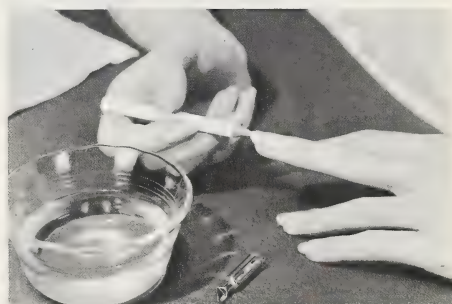
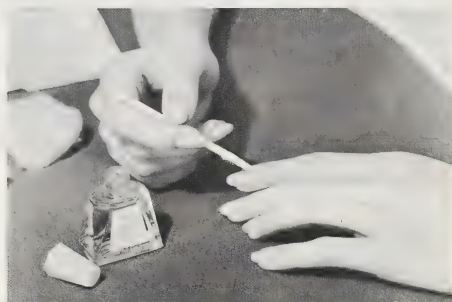
A nail brush is useful in keeping hands and nails free from dirt. For the boys who get grease and grime on their hands, there are special abrasive soaps and powders. Always rinse your hands well after washing them and push back the cuticle gently as you dry them. Avoid using very hot water which may remove natural oil and make the skin dry. Apply a cream or lotion when needed to keep the hands soft. Lotion applied generously before a heavy house cleaning job helps prevent the staining of hands.

Stained nails may be whitened by dipping a cotton-wrapped orange stick into lemon juice or cuticle remover, then running it under the nail edge.

A weekly manicure with a daily smoothing or check-up should keep your nails well-cared-for. If polish is applied, make sure it matches your facial make-up and blends well with your clothes. Remove it when it begins to chip, for polish attracts attention to your hands. Chipped polish is not attractive.



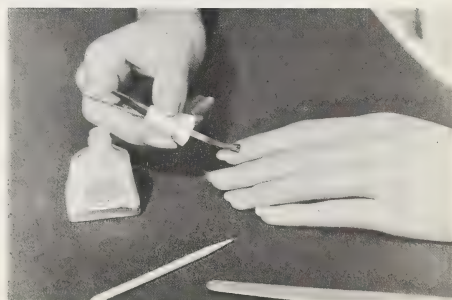
Shaping nails with an emery board.
Using orangewood stick at cuticle.



Whitening nails with a nail pencil.

Photographs courtesy, Cutex

Applying base coat before polish.





Household Magazine

18-8. After you have assembled all the equipment for your shampoo, brush your hair to remove scales and dust particles. Clean comb and brush thoroughly before each shampoo. Wet hair thoroughly with warm water. A glass measuring cup or a spray may be used in hair shampooing at a sink.



Household Magazine

18-9. Use the shampoo best suited for your type of hair. Lather the shampoo well into the scalp. Rinse well. Apply shampoo and lather again. Rinse hair thoroughly. Partially dry hair with a clean towel. Comb and set hair in a style becoming to your facial features.

Head Work. Your hair reflects your health and responds to good diet and proper rest. It takes only a little extra effort to keep it clean and neat in

appearance. *Regular care* is most important. A daily brushing with a stiff bristled brush will make your hair shine. Brushing removes dust and

carries the oil down to the very end of each hair. Bending over as you brush your hair allows the blood to flow into your scalp and puts you in a position to brush with vigour. Brush up and out so that you pick up a small strand of hair at each stroke and thus exercise the scalp. *Massage* your scalp, too, with your fingertips to improve the circulation of the blood. Start from your hairline and work to the crown of your head.

To make sure that your brush and comb are clean, scrub them well each time you shampoo your hair. *Neither borrow nor lend a comb or brush.*

Shampoo Time. Shampoo your hair as often as necessary to keep it looking attractive. Just how often depends upon the texture of your hair, the amount of natural oil in it, and the place in which you live. If you live where there is much dust and smoke and where the climate is warm, your hair will need washing frequently.

You can buy shampoo for normal, dry, or oily hair. Choose the type your hair requires. *Never rub the hair with a bar of soap.* It is very difficult to remove the soap film completely when rinsing. You may find a detergent shampoo more satisfactory if the water is very hard. A spray rinse makes it easier to remove all traces of shampoo. If you are washing your hair in a basin, use several rinses of fresh water.

Which Hairdo for You? "Did you see Pam's new hairdo?" said Carolyn to a friend during lunch. "Her face looks like a full moon! Those straight



The Toni Company

18-10. The right hair style flatters a girl's face and makes it seem the desired oval shape.

bangs marching across her forehead shorten her face and make it look round as can be." Hair styling is an individual problem. Study yourself. Decide the shape of your face by this simple method:

(1) Cover your hair completely with a dark-coloured scarf or cloth to the hairline.

(2) Standing before a mirror, trace the outline of your face on the glass with a piece of soap.

(3) Study the outline.

Try combing your hair in different ways, placing the part in various positions until you get a pleasing effect from all sides. If your hair is so thick it gives a bushy effect, have it thinned so you can manage it more easily. A



The Toni Company

18-11. Does your smile brighten your face? Regular visits to the dentist help you to keep your teeth in good repair. Have you had a dental checkup within the last six months?

person with a long, thin neck usually looks better with soft, loose curls rather than a very short, severe cut. A long bob may make the girl with a short neck appear to have her head set directly on her shoulders.

With a little study and practice you will be able to train your hair into a style becoming to you. Some girls give each other simple home permanents when soft curls are becoming. Unless you are quite expert with the shears, a haircut by a trained person, before giving yourself a home wave, will be a sound investment.

Not all boys look their best in a "butch" or "crewcut," comfortable as such cuts may be. A less extreme style

is more becoming for a person with large ears or other feature problems.

Brighten Your Smile. "Is Doc Jones your dentist, too, Jim?" asked Carl as he met his friend coming out of the dentist's office. "Sure thing," replied Jim. "All of our family have made trips to his office twice a year for as long as I can remember. He says we chose good ancestors to have such perfect grinders! Today he gave me some good suggestions for my report on Dental Health for class next Monday. He lent me these charts on teeth and diet, too. I'll really give you the works on Monday, Carl."

Don't neglect your teeth. Have your dentist check them as often as he advises. In addition to brightening your smile, good teeth are necessary for proper chewing of your food and good digestion. Diet is important to the health of teeth and gums.

Brush your teeth after meals and before bedtime to keep both teeth and gums in good health. Follow a few simple directions for best results.

(1) Use a clean brush with bristles of the degree of stiffness you find best for your use. (Having two brushes allows them to dry completely between usings.)

(2) Brush your *upper* teeth from gums *down*, your *lower* teeth from gums *up*.

(3) Brush across the biting surfaces of both upper and lower teeth.

(4) Massage the *gums* lightly with the brush as you clean your teeth.

GOOD GROOMING CHECK LIST

Boys

- Do you look well-scrubbed?
- Are your nails clean and trimmed?
- Are your clothes clean, pressed, and in good repair?
- Is your hair combed?
- Are your shoes clean?
- Are your socks clean and whole?

Girls

- Do you look "soap and water" clean?
- Are your hands well-groomed?
- Are your clothes clean and neat?
- Is your hemline straight?
- Is your hair neat and becomingly arranged?
- Are your shoes and hose clean?
- Does your make-up gives you a "natural" look?

Does your friendly smile show well-cared-for teeth?

It always pays to give your grooming enough attention to be able to forget it.

(5) Finally *rinse the mouth* carefully to remove bits of food. Always rinse in this fashion when you are unable to brush your teeth after a meal.

Pastes and powders leave a refreshing taste in the mouth. You can use 2 parts of baking-soda and 1 part of fine table salt in place of toothpaste or powder.

Remember that your expression is the most important thing you are wearing. It is easy to smile when you feel gay and happy. Try to cultivate a cheerful disposition for every day. You'll be surprised how often your pleasant smile is flashed back to you by those you meet. Remember that a smile is contagious.

A Final Check-up. *Look your best every day in the week.* It isn't the glamour you show on a few special occasions that gives you a high rating. It is your neat, well-cared-for look

on Monday, Tuesday, and all the other days of the week that really counts. Make good grooming such a habit that it doesn't take hours of

18-12. That one last look in the mirror completes this young man's good grooming check.

Bristol-Myers Company



your time to achieve the well-groomed look you desire.

Make sure that you and your clothes are neat and clean. Pay close

attention to each detail as you dress. Before leaving the house, look into your mirror and check the points in the good grooming check list.

FOR YOU TO DO

1. Divide the class into groups. Let each group prepare a demonstration on some phase of good grooming to present to the rest of the class. Be careful not to exaggerate mistakes just to be funny. Show how one grooming fault may spoil the appearance of a person well-groomed in every other respect. Here are some suggestions:

a. Use as models students who usually are well groomed (twins in the same clothes are ideal). Dress one properly; the other as suggested below;

(1) in clothes unsuited to his or her build and colouring.

(2) in wrinkled clothes with buttons or snaps missing.

(3) with a drooping slip or shirt-tail.

(4) in shoes with run-down heels.

b. Show how to sew on buttons and snaps; mend with mending tape.

c. Show the steps of a simple manicure.

d. Demonstrate how to press a wool skirt or wash an easy-care fabric garment.

e. Demonstrate how to press trousers. (Boys.)

2. Invite a *teacher of physical education* to demonstrate good posture with

one of the gym leaders. They can show you exercises and give other pointers on improving your posture.

3. Select a panel of boys to summarize the *daily* good grooming steps that they should follow. Have a panel of girls make a similar list for girls.

4. Invite a *local doctor* to discuss the importance of health as a basis for a good appearance.

5. Let class members bring pictures of hair styles suitable for teen-agers for class discussion and bulletin board display.

6. Arrange to interview a *skin specialist* for suggestions on "Skin Care for Teen-agers."

7. Invite a local beautician to come to school to demonstrate, in the classroom, hairdos suitable for different types of faces. Let girls volunteer to serve as models. If they bring notes of permission from home, the operator may trim, thin, or shape their hair as he sees fit.

8. Two or three volunteers may wish to choose models and prepare a skit on Clothes Do's and Don'ts For _____ School. Base it on desirable customs for your school. If it is well prepared, you may offer to give it at a school assembly or P.T.A. meeting.

OTHER BOOKS TO READ

CARSON, *How You Look and Dress* (Second Edition), Chapter 1, McGraw-Hill.

CORNELL, *Betty Cornell's Glamour Guide for Teens*, Prentice-Hall.

JENKINS, BAUER, SHACTER, *Teen-Agers*, Unit 2, Scott, Foresman.

KING, *Guide to Glamour*, Prentice-Hall.

OERKE, *Dress*, Chapter 12, Charles A. Bennett.



L. Willinger from Shostal

Colour for You

Our Colourful World. Can you imagine a world without colour? Look around you. Consider how drab everything would be without the colours you see. The effect is shown clearly by looking at two snapshots of the same view. Compare the photograph in black and white with the one in colour, Figure 19-1. It is amazing how colour gives life and warmth to everything.

Each season manufacturers add colour to more of their products to appeal to more buyers. Advertisers make use of striking colour effects to attract attention to their products. Colourful shop windows put people in a buying mood.

You link colours with certain feelings and express ideas in colour terms. You say, "Everything's rosy" when

you're gay and all goes well. You complain about your blue mood when you are depressed and unhappy. *Colour affects your moods.* Wearing a becoming colour gives you confidence and allows you to be natural, to feel at ease.

Did you ever try to chase away the blues by slipping into a gay, red sweater or dress? Its vivid colour gives you a lift and may cheer up others around you. Brightly coloured outfits are good choices for dark, gloomy days.

Nature uses colour with a bold hand. There is nothing to equal the glorious colouring of autumn leaves and flowers. Think, too, how you welcome the fresh green of new leaves and grass and the cheerful yellow flowers of early spring. You

can train yourself to look for the beautiful blending of colours in a sunset, in the rainbow, in rocks, everywhere in nature. Watch for colour harmony, too, in stores, in homes, in clothes. Use your sight daily to fully enjoy colourful things about you.

PLAY SAFE

Help to prevent accidents by wearing bright or light-coloured rain togs on stormy days. The safety experts give this advice to make it easier for motorists to see you as you cross the street. Remember that *white* shows up best in night lights.

Colour in Clothes. "Terrific dance last night," said Peter between yawns the morning after the Harvest Frolic. "The music was mellow and Jean really looked wonderful." (Jean was Peter's date for the dance.) "What kind of dress did she wear?" asked Peter's sister. "Oh, some kind of red dress. Sure looked neat," Peter replied.

Why did Peter remember only the colour of Jean's dress and how well she looked in it? Because *colour* is the most striking quality of clothes. An unbecoming colour spoils the effect of the whole dress. Jean looked lovely because the dress, which really was coral not red, played up the colour of her skin and complimented her brown hair and eyes.

Everyone wants becoming clothes. If colour is the quality noticed first about clothes, you need to know something about colour combinations. You need to know how to plan

your colour scheme before you buy. How can you choose and put together colours which will be attractive and becoming to you? How can you avoid combinations which clash or "fight"?

Artists have found that there are certain principles which form the basis of pleasing colour combinations. By understanding the basic colour facts you can plan colours for your wardrobe and your home which will satisfy you and give pleasure to other people.

The Standard Colours. The three primary colours, red, yellow and blue, cannot be broken down into other colours. Your study of art in grade school taught you to use the primary colours to make other colours. You know that equal amounts of red and yellow make orange, that equal amounts of yellow and blue produce green, and that equal amounts of blue and red give violet. *Orange, green, and violet are known as secondary colours.* The three primary colours and the three secondary colours are called the *standard* colours. Examine carefully the chart on page 301. In your mind's eye, fix the position of each standard colour. Primary colours are joined by the black triangle; secondary colours by the gray triangle. This will make the basic facts of colour combinations easy to understand.

Mixing Colours: Intermediate Colours. Of course, the six standard colours do not include all the colours you see in flowers, clothes, and pictures. You can get another group of colours by mixing colours next to

each other on the standard colour chart, blue and green, for example. Mixing blue paint with green makes a colour that is neither standard blue nor green. It is called blue-green. This is an *intermediate* colour. If you combine green with yellow, you may get yellow-green, another intermediate colour. Thus by combining neighbouring colours on the standard colour chart, *six intermediate* colours are formed. A colour chart may contain not only six standard but six intermediate colours, twelve in all, as shown on page 301.

Colour Families. All of the thousands of colours you can recognize may be separated into families. Each colour family consists of a standard colour and the colours formed by combining that standard colour with each of the colours next to it on the colour wheel. Standard green, yellow-green, and blue-green are all members of the *green family*—all of their names end in green. A colour having more blue than green is called green-blue, not blue-green, and belongs to the *blue family*. Just as people who are related may have a common family trait or “look” so the members of a colour family have one colour in common.

Colour Differences. If you examine a number of things which are green such as lettuce, parsley, peppers, and olives, you will find that, though all are green, they do not look alike. Artists describe these variations as differences in quality or *dimension*. Just as the three dimensions of a room, width, length, and height, give

a definite idea of its size, so the three dimensions of a colour give a definite idea of a colour. These are explained in the following:

(1) *Hue*. One dimension of colour is hue. This is merely the *name of a colour*. Standard green is a hue. Yellow-green, the colour of lettuce, is a hue also. However, it is a different hue from standard green. The hues or names — standard green and yellow-green — help to distinguish these colours.

(2) *Value*. Value, the second dimension of colour, describes the *lightness or darkness of a colour*. Lettuce and parsley are both yellow-green, but lettuce is lighter in colour than parsley. Lettuce is light yellow-green; parsley is dark yellow-green. Difference in colours can be expressed by saying that one is lighter than the other, or that it is lighter in value.

Colours are said to have *high value* when they are *light in colour* and *low value* when they are *dark in colour*. White and black represent the highest and lowest values. No colour has as high a value as white or as low a value as black.

If you have red paint and add white paint, a light-red paint results. We usually call this light-red—pink. Light-red or pink is higher in value than standard red. When you add black paint to red paint, dark-red paint is produced. Dark red is lower in value than standard red. The value of a coloured *paint* may be changed by adding *white or black paint*. The value of a *dye* may be raised by add-



Photographs by Harold M. Lambert

19-1. Note the difference that colour makes in your enjoyment of these two photographs. The photograph in colour transmits some of the colour and excitement associated with football games. A tan coat is an effective background for the bright standard colours of the pennant and robe.

ing water; it may be lowered by adding more dye. Tints are formed by adding white to a colour. Shades are formed by adding black to a colour.

Have you noticed that *brown* is not included in the group of standard colours? Browns are low values (deep shades) of orange and red-orange.

(3) *Intensity*. By intensity is meant the *brightness or dullness of a colour*. Intensity is the third dimension of colour. Olives and peppers are both yellow-green, but olives are duller or less intense in colour than peppers.

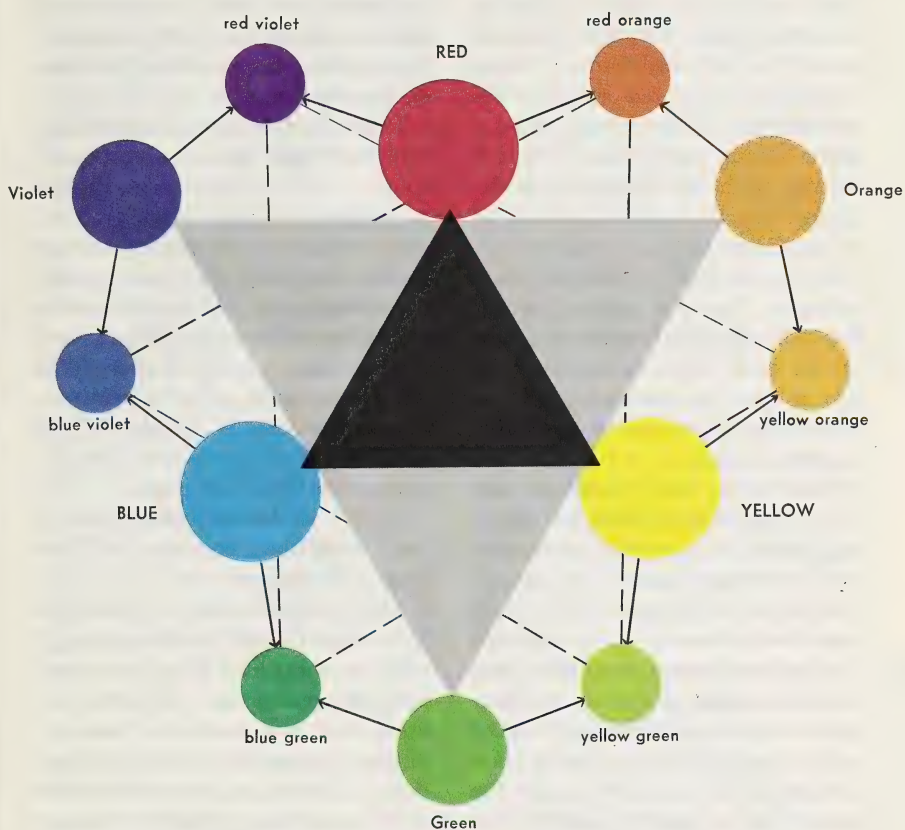
The Neutrals. You will notice that the six standard colours do not include white, gray, or black. From a scientific standpoint, white, gray, and

black are not colours. They are termed the *neutrals*.

Striking effects can be obtained by combining them or by using one neutral with a colour. Black and white combinations are striking — more striking than those of black and gray. The reason is that the difference in value between black and gray is not as great as that between black and white. Other conditions being equal, *the greater the difference in value, the greater the contrast*. This principle holds not only for neutrals but also for colours.

The colours in much of our clothing have been grayed or toned down. These colours are softer than the clear or normal colours of the colour chart.

COLOUR CHART



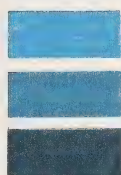
TINTS



HUES



SHADES



What are “Warm” and “Cool” Colours? Red, orange, and yellow suggest sunshine; sunshine suggests heat or warmth. These colours are considered *warm colours*. You can understand why a red dress looks better on a winter’s day than on a summer’s day. Red and red-orange are the warmest colours. The gorgeous orange of the setting sun makes a decided contrast with the blue of the sky. Orange is warm while blue is a cool colour. Green also is a cool colour.

Warm colours seem to reach out and grow. For this reason they are known as *advancing* or *active colours*. On the other hand, cool colours appear to stay in the background or retire. They are considered *receding* or *passive colours*.

These properties of warm and cool colours should be considered in selecting clothes. Since warm colours appear to expand, they may make a plump person appear larger than ever. Cool colours are more suitable for a plump person since they tend to reduce the size of the wearer. However, a warm colour grayed may be more becoming to a stout person than a bright, cool colour. Not only the warmth or coolness of a colour but also its intensity should be considered in choosing clothes for a person of heavy build.

Catchy Colour Names. A newspaper advertisement reads as follows:

Special Sale: Sheer Blouses
Lemon, Coral, and Turquoise.

In this list of colours, none of the standard colours is mentioned. Names

of a fruit and two semi-precious stones are used to indicate them. The colour known as “lemon” is made by mixing yellow and green; it is really a green-yellow. Coral is a mixture of red and orange; it is light orange-red. Light green-blue describes the colour of turquoise.

In the fashion notes for each season, the “high” colours are not new colours. They are new names applied to colours made up of two or more standard colours. *In naming colours composed of more than one hue, the colour that stands out most should be placed last in the name.* In turquoise, there is more blue than green. We describe turquoise as light green-blue. Jade is composed of green and blue also, but green is more noticeable. So we name it light blue-green.

Colour combinations which artists have established because they have proved pleasing are:

(1) *Monochromatic or One-Hue Harmony.* Picture a blue-eyed girl wearing a medium-blue dress, and navy shoes and hat. Her eyes, her dress, and accessories are blue but different values of blue. *A combination of different values or intensities of the same colour is known as monochromatic or one-hue harmony.* Navy and powder blue form monochromatic colour harmony.

(2) *Adjacent or Analogous Colour Combinations.* By examining the standard colour chart (page 301), you will see that blue follows violet. Blue and violet are *adjacent* colours. Adjacent colours, also known as *analogous* colours, make pleasing colour

combinations. Violet morning glories lined with violet-red are examples of adjacent colour harmony. The yellow buttercup with its yellow-green centre and green stem is another example, the brilliant yellow, orange, and orange-red of autumn leaves or of zinnias form adjacent colour harmony. Among flowers and trees are many examples of adjacent colour combinations.

In analogous colour combination, the colours that vary in value or intensity form the most interesting effects. Three adjoining colours of the same brightness would be too vivid to combine well. When adjacent colours are used in large quantity, the colours should not be so bright as they are on the colour chart. The effect is much more pleasing if colours used in large masses are dulled.

(3) *Complementary Colour Combinations.* Turn to page 301; study the colour chart. Which colour is opposite yellow? Which colour is opposite orange? Which colour is opposite red? The colours opposite each other on the colour chart form strong contrasts. Such colours complement each other and are called *complementary* colours.

In order to learn how to use complementary colours, it is helpful to remember that: (a) A cool colour is the complement of a warm colour. (b) Complementary colours make each colour appear brighter. (c) In using complementary colours for clothes, one or both colours should be grayed.

(4) *Triadic Colour Combination.*

On page 301 the six points on a standard colour chart are connected to form two triangles. Each triangular group, yellow, red, and blue, or orange, violet, and green, makes pleasing combinations. They are known as *triadic* colour combinations.

Not only the standard colours but also the intermediate colours make effective combinations when grouped in triads. The chart also shows the intermediate colours connected to form triangles. These triangular groups, *yellow-orange*, *red-violet*, *blue-green*, are classed as triadic colour combinations.

Triadic colour combinations are often used in planning home furnishing but less often in planning clothes. For the latter, they must be used with great care. A green skirt, orange blouse, and violet hat would be much too loud to be worn together. But a dull green dress with a cluster of violets at the neck and brown shoes and other accessories (low value of orange) would be attractive. If a triadic colour combination is used in a costume, it is well to use intense colours in very small quantity. For most persons, the greater the amount of colour, the duller the colour should be. In designing printed material, artists sometimes use triadic colour combinations.

Colour combinations based only upon the colour principles given here may not be harmonious. In combining colours you must be careful to use the right value, satisfying intensity, and a pleasing amount of each colour.



19-3. A girl with blonde hair and a light complexion often finds that she looks best in clothes of pastel colours. She may also choose a colour which deepens the colour of her eyes.

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You can improve your skill and train your eyes to recognize pleasing colour harmonies through study of a colour chart and practice combining colours.

Personal Colouring and Clothes Selection. In February, Evelyn read in the fashion notes that violet was the smartest spring colour. She

bought a violet dress. The dress was lovely in colour and line, but the violet colour was most unbecoming to Evelyn's skin.

In choosing a colour scheme for a dress, the *colour of the skin must be considered*. Evelyn's skin was sallow; there was much yellow in it.



19-4. Having brownette hair allows a person a rather large choice of colour in clothing. The choice would depend upon complexion colour. Notice how well all the colours in the photograph go with this girl's complexion.

Procter and Gamble Company

19-5. Girls who have dark brown or brunette hair are able to wear warm colours well. The bright colours of the flowers may be worn by brunettes whose complexions harmonize with those colours.

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Violet is the compliment of yellow, and complimentary colours tend to intensify each other. Evelyn's violet dress brought out the yellow in her skin making her look more sallow.

The skin of most persons is not uniform in colour. The lips and flush on the cheeks are usually more in-

tense in colour than the rest of the face. Also, there are darker parts around the eyes and mouth known as skin shadows. Personal colouring consists of the colour of: (1) the skin (including the general tone, flush of the cheeks, skin shadows, and lips), (2) the eyes, and (3) the hair. In

19-6. Red-haired girls and boys have to be more selective in choice of clothing colours. This girl finds that her complexion, eyes, and shade of red hair allow her to try pink and blue violet as accessory colours.

Procter and Gamble Company



selecting a colour for clothes, your own colouring must be considered.

Give Colours the Skin Test. The average skin colour is either a light value of orange or yellow-orange, or red-orange. A sallow skin has much dull orange-yellow, or yellow. A *florid* or *ruddy* skin is light red-orange or orange-red.

The best way to choose your becoming colours is to try the effect of the real colour against your face. When buying material or a garment of a new colour, have the sales person carry the material to a window to get the effect in daylight. Throw the end around your shoulders, keeping the material next to your face. Observe the effect of the colour upon your hair, eyes, and especially your skin. Be careful to select colours which "do something" for you. Select one that will bring out the red of your skin (unless your complexion is intensely florid) and will reduce the intensity of the yellow. If you have a very ruddy complexion, choose colours which will tone down the red of your skin rather than intensify it.

Should Your Clothes Repeat Your Skin, Hair, or Eye Colour? "Did you notice how attractive Marie Saunders looks today?" asked one of her classmates. "I never realized that she had pretty eyes, or that her hair had golden tints in it, did you?" Wearing a becoming colour changed Marie from a plain-looking girl to an attractive one. Her blue dress, a duller and darker blue than her eyes, brightened the blue of her eyes. Blue, the complement of orange, brought out the

golden tints of her hair.

When you consider whether you will buy a blouse or shirt which repeats the colour of your eyes or some other feature, remember the following suggestions:

- (1) You can call attention to a lovely skin by repeating its colour in clothes or by using its complement in your clothes (for example, a blue-green scarf or tie will complement or bring out the orange-red skin tones).
- (2) You can accent the eyes by repeating their colour in your clothes or by using the complement of your eye colour.
- (3) If your hair is your best feature, you can play it up by wearing a colour which repeats the hair colour, or a colour which complements it. The red head whose hair is red-orange may make it her "crowning glory" by wearing a blue-green dress, its complement, or by using a copper-coloured dress to repeat her hair colour.
- (4) Avoid any colour which brings out the yellow in your skin even though it emphasizes the colour of your eyes or hair.

Complexions and Becoming Colours. A *true blonde* has light skin and hair. The eyes are blue or gray-blue. Because there is blue in the eyes, in the flush of the cheeks, and in the shadows of the skin, a true blonde is classed as a *cool complexion type*.

A *true brunette* has dark hair and skin. The skin is usually pale red-orange, and the eyes are varied shades of brown. Because the colouring of a brunette has tints or shades of either orange or red, a true brunette is classed as a *warm complexion type*.

There are so many persons who are neither blondes, brunettes, or red-haired that they must be placed in another group. Because the colouring of this group is neither cool nor warm in complexion type, it is classed as the intermediate or *brownette* type. The skin of intermediates may be fair or dark. The eyes vary — they are usually blue, gray, hazel or brown. The hair is light or medium brown, neither decidedly reddish nor grayed.

Usually blues, violets, and greens, the cool colours, are becoming to the cool types. Warm colours such as violet-red may be becoming for trimmings and accessories. Yellows, oranges, reds, and browns (the warm colours) are becoming to the warm types of complexions. For the true brunette, blue-green is often pleasing for trimmings and accessories. The titian or red-haired type may wear grayed green, blue-green, dark yellow-green. This type should avoid violet-blue, blue-violet, and cold gray. If the hair is very vivid, dull dark brown will subdue its colour. The *intermediate type may wear both warm and cool colours providing the skin colour is clear.*

You may not be among the complexion types mentioned above since there are some to whom these colour suggestions do not apply. You should study your own personal colouring and try on the various colours as suggested to determine your becoming colours.

Make Colour Do Things for You.

(1) Tall persons can appear shorter

by wearing dark hats and dark shoes.

(2) Short girls may draw eyes upward and appear taller by wearing bright-coloured hats.

(3) White and light colours make the thin person seem larger.

(4) Contrasting jackets and trousers make a boy appear shorter.

(5) Black and dark colours subtract pounds from heavy figures.

(6) Cheer yourself and others on gloomy days by wearing red or other gay colours which are becoming to you.

(7) Choose by artificial light, colours to be worn at night for they may look differently in daylight.

(8) In using more than one colour in a costume, place the most becoming colour next your face.

(9) Choose colours becoming to your colouring. Don't decide upon them because they are popular this season or because you want to dress like your best friend.

Colour and Clothes Budgets.

"What shall I do? I can't wear my new red coat with blue shoes, green hat, and violet dress. I'd look like a Christmas tree. Why did I buy that coat when I haven't one thing in my wardrobe which looks well with it? I can't afford to buy a new dress, shoes, and hat to go with the coat."

Mary Lou faced this problem because she was not able to resist buying a red coat on display in a shop window. When a coat must be worn more than one season, you may tire of a vivid colour. All persons who wish to dress well on a small amount of money should choose a *foundation*



19-7. A navy blue coat might be a good colour choice to go with the school and sport clothes that these girls are wearing. What colour would you choose for a basic coat for these girls? Can you identify the type of colour combinations they are wearing?

Shapely Classics

or *key colour* for their wardrobes. This foundation colour depends upon personal colouring. For street, school or business clothes, a low value of a foundation colour such as navy blue, dark green, brown or a neutral colour such as black or gray, may be chosen. When economy is necessary, consider carefully whether you have or can afford to buy accessories to match or combine well with the coat. Acces-

sories of the same basic colour as the coat may be the best choice when money is very limited. Colour may be brought into this outfit by use of bright scarves of becoming colour, or contrasting colour blouses which give variety without great expense. One dress chosen to harmonize with coat and accessories gives you a well-dressed appearance for special occasions.

FOR YOU TO DO

1. Name the "high" colours for this season. Describe them in terms used on the colour chart. In the same way have the class describe the colours each one is wearing.

2. Choose a colour combination for the present season and plan a complete school wardrobe which will be becoming to you. Clip from discarded magazines, or draw freehand and crayon or paint in the colours you have chosen. The clothes should include:

For Girls

- a. Coat or jacket
- b. 3 school outfits
- c. Shoes
- d. Purse

For Boys

- a. Jacket for school
- b. 2 pairs of slacks
- c. 3 sports shirts, 1 sweater
- d. Shoes

3. In one of the display cases in the corridor where all the students can see it, arrange a poster with fabric samples showing the colours forecast for this season.

4. Have the members of your class bring to school scarves of as many different colours as possible. By adding coloured fabric samples from the home-making department, you should have a wide variety of colours. Have groups of about six or eight girls work together. Drape the coloured fabrics about one girl as the others vote which are good, fair or poor for her. Let someone record the choices and give each girl a list of her best colours.

5. Display on the bulletin board in your room four of the becoming colours found on the lists of: (1) a blonde, (2) a brunette, (3) a red head, and (4) a brownette in your class. Arrange labels to identify each.

6. Using a coat you have in your present wardrobe, choose two school outfits which will be suitable with it. Draw or trace from fashion magazines and booklets the sweaters, blouses, skirts or tailored dresses you select and colour them to suit your colouring and to harmonize with your coat.

7. Make a poster of summer sports costumes which look cool and attractive for hot-weather wear. Prepare a poster of winter sportswear in warm, gay colours.

8. Find coloured pictures in magazines or colour your own costume drawings or tracings to show two of the following colour combinations:

- a. One-hue harmony
- b. Complementary harmony
- c. Analogous colour combinations
- d. Triadic colour combinations

OTHER BOOKS TO READ

CARSON, *How You Look and Dress* (Second Edition), Chapter 4, McGraw-Hill Co. of Canada, Ltd.

GOLDSTEIN, *Art in Everyday Life* (Revised), Chapter 8, Brett-Macmillan.
OERKE, *Dress*, Chapter 3, Copp, Clark.

Chapter 20



The Gorham Company

Designs that Become You

Do Your Clothes Look Like You?

Do you remember the night you invited Mary, Kathie, and some of the other girls to your house for a slumber party? What fun you had trying on one another's clothes! How much larger Kathie looked in Mary's plaid skirt than she did in her own gray flannel one! Some of your clothes looked better on your friends than they do on you.

Some girls are graceful and dainty and can wear fluff and ruffles. Others have solid and sturdy body builds and need clean, tailored lines. Most of you are mixtures rather than definite figure types. Jane, for example, is active in all sports. She is small and has fine features. Softly tailored clothes are better for her than manish, rugged lines.

What about the clothes boys wear? Do some styles do more for them than others? The *rules about good design apply to all people*. Since boys often are a little slower in starting their teen-age spurt of growth, they may be shorter than girls of their own age. Many short fellows long to look taller, and some well-padded, stocky boys wish to appear slimmer and more athletic. Clothes can help both boys and girls to play up their good points and cover up figure faults.

Some of your clothes suit you very well. You dislike to part with your favourites even when they begin to wear out. You have other clothes you push to the back of your clothes closet with the hope that your mother has forgotten them and will not insist that you wear them. What makes

some clothes so right for you and other clothes so wrong?

To be able to judge what is right for you and to avoid mistakes in buying and making your clothes, you must understand the principles of good design. You will want to learn how well-designed clothes can help you to appear to advantage.

Lines. Your clothes have two kinds of lines: (1) general lines which make up the outline or *silhouette* formed by the seams which hold the garment together and which outline its parts; and (2) detail lines made by the trimming. The silhouette should be becoming to your figure. The decoration should seem a part of the garment's structure, not something "stuck on."

When someone speaks of the lines of a suit of a dress, you may think first of those which run the length of the figure, *vertical lines*, and those which run across the garment, *horizontal lines*. A design having vertical lines such as long seams from shoulder to hem, or a row of buttons marching the full length of the front of a dress, will carry the eye the length of the wearer. This tends to make a girl appear taller and more slender than she really is. The cross-wise or horizontal lines of a design such as bands of braid on a skirt direct the eye across the figure from side to side and appear to add width and weight to the wearer. A double-breasted suit coat or one with wide lapels gives a broadening line to a boy's figure also. The single-breasted



du Pont de Nemours and Company, Inc.

20-1. Princess lines make a girl appear taller than she really is. A sparkling Puritan collar draws attention to the wearer's face.

coat or jacket accents one's slimness.

Sometimes horizontal and vertical lines are combined in the same design known as a *broken line design*. A plaid material or a striped dress with part of the dress made with the stripes running lengthwise and part of the stripes running across the figure are examples. The usual effect of broken lines is to make the figure broader and shorter.



Bristol-Myers Company

20-2. Bias strips of satin forming a circular design on lace add softness to this girl's evening dress. Many evening gowns have circular designs.

Curved lines, parts of a circle, lend softness to a design and are less dignified than straight crosswise or lengthwise lines.

V-shaped lines formed by stripes meeting in points tend to make the wearer appear more slender if the V's are narrow.

Clothes and the Lines of Your Body. Simple clothes which follow the lines of the body usually are pleasing in appearance. Well-designed clothes are comfortable and allow enough ease for walking and moving gracefully. For a change, designers of clothes sometimes promote

fashions which are opposed to natural body lines such as shapeless, no-belt designs and extremely long waistlines. Well-designed clothes conforming to the natural body lines are always in style. You can compare illustrations of dress from several periods to observe which styles have conformed to the principles of good design.

Good Proportion in Clothing Design. The normal human figure is a fine example of beautiful spacing or good proportion. *Proportion* is the relationship of the parts or spaces of an object to each other and to the whole object. The well-built human body has unequal but pleasing division of spaces. The waistline is a natural dividing place of your body. A glance at your classmates will show you that the distance from the waist to the top of the head is shorter than the distance from the waist to the soles of the feet. When space divisions are unequal they are more interesting than when they are exactly equal.

A person with a good figure is well proportioned. The parts of his body are in good proportion to one another. Extremely long arms or a very high waistline throw the body out of proportion and make him seem awkward. Clothes can be selected to cover up figure faults and bring back better space divisions.

To get a laugh from the audience a clown or comedian often dresses in clothes much too big or too small for him. He looks awkward and funny because the lines of the clothes he

20-3. The normal human body is proportioned so that the distance from the top of the head to the natural waistline is three-eighths of the total height. From the natural waistline to the soles of the feet is five-eighths the total distance; thus giving a three to five proportion for the body.

Courtesy of Vogue Sewing Book



wears do not come at natural body lines. This extreme case shows how important good proportion is in clothes.

In the photograph Figure 20-3, you can see that the normal waistline is located about five-eighths of the distance from the feet to the top of the head. The upper part of the body from the waist up is about three-eighths of the total height. This *three to five proportion* is considered one of the most pleasing and graceful relationships. The Greeks used it in some of their most beautiful build-ings.

In relation to proportion in design, let us consider three common ways of dividing an area. Artists agree that a rectangle divided in half or into a one-third, two-third relationship is less interesting than the proportion formed by dividing the area at a point

midway between the one-half and the two-thirds mark.

An understanding of good proportion will help you to decide how to place yokes, buttons, and trimmings on garments you make. It will help you to make good decisions when you buy suits and other clothing. The following are some suggestions where the rules of proportion play an important part in clothing choices.

- (1) *Suits* — Jackets should be the right length to make a good division of space between skirt and jacket.
- (2) *Sleeves* — Arrange the length of your sleeves so that your arm is divided into pleasing, not into equal, parts.
- (3) *Yokes* — Be careful not to divide a blouse in half when applying a yoke. Arrange skirt yokes in pleasing proportion to the skirt length.



American Bemberg

20-4. Accessories should highlight the dress or coat. For that special evening, choose a dress that flatters you regardless of the present fashion.

- (4) *Accessories* — Keep hats and purses in good proportion to your size. A tiny hat on a large, full-faced girl may do nothing to soften her large features. Heavy jewellery is out of place on a small girl.
- (5) *Trimmings* — Large bows and buttons may be used by a large person; they seem to dwarf the tiny girl.
- (6) *Prints* — Choose a print with small or medium-sized figures if you are small or average in size. Large, splashy prints are not suited to a tall stout figure.

- (7) *Panels* — Skirt panels should make interesting divisions of the skirt width.

Balance. In clothing designs the seams or trimmings on either side of the centre of the garment are arranged to attract equal attention, or to *balance* each other. When a design is well balanced, it produces a feeling of rest or repose. In *formal balance* the right and left sides of the garment are exactly alike. The human body is a fine example of formal balance—the eyes, ears, arms, and legs are in pairs arranged directly opposite each other.

A dress with a pocket on the upper left side of the blouse may secure balance in design by placing a slightly larger pocket similar in shape on the right side of the skirt. This type of balance is commonly known as *informal balance*. The part of the decoration which is heavy or attracts most attention is placed close to the centre, and the lighter decoration is placed some distance from the centre. Many striking designs use informal balance.

Centre of Interest—Emphasis. The body is built in such a way that the face is the centre of interest. A well-designed garment plays up the face somewhat as a well-chosen frame sets off a picture. Often one spot of trimming is placed near the face to call attention to it. This decoration may be a pin, a flower, a tie, a scarf, or a collar. Avoid a striking trimming that becomes the centre of interest rather than the face.

Necklines serve as frames for the face. Like hair styles those necklines which make your face appear most like the ideal oval are considered the most flattering.

A long face and a long slender neck often go together. In such case a round, high neckline with a soft, round-edged collar, such as a Peter Pan collar, is becoming. Scarves worn high round the neck, bows, and wide lapels giving horizontal lines lend width to the long face.

A round or square face can be made to seem longer by wearing a collarless neckline or a deep V neckline. A long narrow collar or a pointed collar which forms a slight V under the chin will be becoming to the round-faced girl. The person with a short neck will appear to have no neck at all when she wears a high close-fitting collar or a choker necklace. In general, a low neckline will tend to add length to the round or full-faced girl.

Trimming placed on any part of a garment will call attention to that part of the wearer. A belt of contrasting colour for instance, will emphasize the waistline. If you have a tiny waistline you may want to emphasize it in this way, but a heavy girl does not wish to call attention to her large waist.

Rhythm. When you hear the word *rhythm*, you think of music—the stirring, double quick beat of a marching band or the easy, floating rhythm of a waltz. In a waltz, groups of three steps are repeated over and over again. Each group of steps flows smoothly



Simplicity Pattern Company, Inc.

20-5. A wide Peter Pan collar is becoming to a girl who has a long neck. Large plaid designs may look well on tall, thin people. Which type of plaid may a short person wear?

into the next group. *Rhythm is easy, related movement.*

A dress may be designed to have a feeling of motion or rhythm, too. By repeating a colour in accessories such as shoes, purse and scarf, or by repeating a line such as in rows of tucks, the eye is carried easily along a planned pathway. One way rhythm may be secured is by *repetition of lines or colour*. Garments shown on page 308 show other ways of producing rhythm in clothing.



Simplicity Pattern Company, Inc.

20-6. Belts and novelty pins add interest to a dress. Placement of a pin on the collar gives additional emphasis to the dress collar.

Harmony. Every dress design must be held together by a plan which unites its many parts. *Harmony*, or the feeling of belonging together, may be achieved in a garment by having all details related to each other. (1) Trimmings should agree in shape with other parts of the design. Round buttons on a polka dot dress, or a Peter Pan collar on a curved yoke are examples of shape harmony. (2) Textures of fabrics used together should blend well. A sheer, filmy

blouse should be worn with "dress-up" skirts. (3) Lines within a design should be pleasing together. Avoid wearing two different prints together or a plaid skirt with a striped or printed blouse. (4) Colours used together should harmonize.

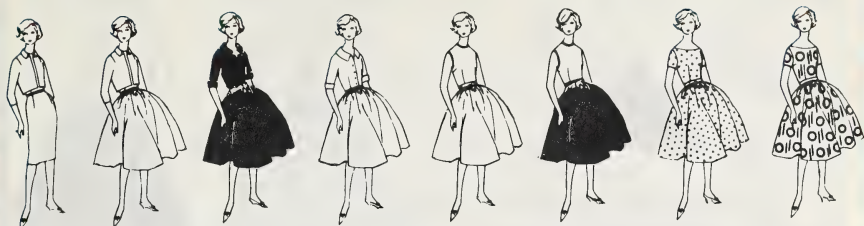
Improving on Nature. "You'd think all people were fat and seeking ways of appearing slim and sleek," wailed Carol. "Every fashion magazine I pick up features designs to make one look slender. If I appeared any thinner, I'd look positively scrawny."

The too-thin girl and boy have their problems as well as the overweight ones. Few teen-agers are satisfied with their figures. Exercise, proper eating habits, and good posture can help you to "be better than you are." The right choice of clothing designs can mask the figure faults you can't improve. You can *appear to add or subtract weight or height, cover up figure defects, and play up your best features if you use well the basic principles of design*, discussed in this chapter, together with the principles of colour choice.

If you are average in height and weight for your age, you have a wide range of choice in clothing. The chief concerns will be to select necklines which are becoming and to find ways to emphasize the best features you possess.

Suggestions given are grouped according to the common figure types. Your classmates can help you decide which is your figure type if you are in doubt.

Points of View



Create a variety of illusions by using colour, line, and texture in specific ways.

The figures above are all the same, but appear here with visual differences.

The four double-illustrations that follow are positive proof that these three important fashion factors, used wisely, will result in the most flattering wardrobe for you.



SLIM VERSUS FULL

Slim silhouettes tend to create the illusion of slenderness and height. Full-skirted costumes have the opposite effect — give the impression of shorter stature, weightier build.

Courtesy of Vogue Sewing Book



DARK VERSUS LIGHT

Dark colours have a minimizing effect — make the figure look smaller. Light colours, on the other hand, appear to increase the size of the figure. In addition, dull colours (and matte fabrics) make the figure seem smaller, bright colours (and shiny fabrics) tend to make it look larger.





SOLID VERSUS CONTRAST

A one-colour fashion gives the illusion of height. A dress, or separates, with the bodice in one colour, the skirt in another, make the figure appear shorter.



Courtesy of Vogue Sewing Book

20-8. The Effect of Solid and Contrasting Colours in Clothing.

GIRLS

Tall and Thin Figure

- (1) Horizontal lines are best. Two-piece outfits, contrasting wide belts, borders or braid on skirts will give crosswise lines.
- (2) Full skirts which are pleated, gathered or flared are suitable.
- (3) Plaids, checks, prints and contrasting plain colours will add to your apparent size.
- (4) Stiff materials like cotton with a glossy finish or taffeta will stand away from the figure and make you appear less thin.
- (5) Peplums, large pockets and large purses are suitable.
- (6) Full sleeves — puffed, raglan, dolman, bishop, and bell — are becoming. Three-quarter length sleeves are more flattering than short-sleeved or sleeveless dresses or blouses.
- (7) Three-quarter length coats and double-breasted styles in jackets and coats are best.

Tall and Stout Figure

- (1) Straight or diagonal lines are best. Medium width self-material belts will be less noticeable.
- (2) Easily fitted skirts with some fullness below the hips give better lines than snug-fitting skirts. Longer than average skirts are most becoming.
- (3) Solid, dull or soft colours are flattering.
- (4) Smooth textures which give clean tailored lines without bulk will be becoming.



SMALL PRINTS VERSUS LARGE PRINTS

The size of a print should be in proportion to the size of the wearer. Small prints for small figures (they would be dwarfed in a large print) and large prints for larger figures (small prints would simply draw attention to their size).

When choosing prints, also remember that vertical designs tend to add height, while horizontal designs add width and have a shortening effect.

Courtesy of Vogue Sewing Book

20-9. The Effect of the Size of Print Design in Clothing Fabrics.

- (5) V necklines are good for the heavy figure.
- (6) Semi-fitted coats are better than boxy ones. A fairly long jacket should be chosen for a suit.
- (7) Set-in sleeves are the least bulky. Avoid very short sleeves if the upper arm is heavy.

Short and Thin Figure

- (1) Princess lines will add height. Vertical lines should be softened with flares. Clothes should not be fitted too snugly.
- (2) All lines should be simple and dainty without excess trimming.
- (3) Short jackets are becoming. Boleros are good.
- (4) Plain materials or small prints are suitable.
- (5) Purses and other accessories should be small.
- (6) High round necklines and Peter Pan collars are worn well.
- (7) Coats should be full-length and not too flared.

Short and Stout Figure

- (1) Vertical lines are best. Lengthwise narrow stripes and coat dresses with long rows of buttons will add height.
- (2) Clothes should be carefully fitted with some ease but with no extra bulk.
- (3) Plain colours are better than plaids. Small all-over prints may be worn. Avoid blouses and skirts of contrasting colours.
- (4) Set-in sleeves are becoming.
- (5) Avoid strong colour contrasts in accessories and oversize purses.
- (6) Full-length coats with emphasis on lengthwise lines are most becoming.



20-10. This well-dressed young man wears a trim outfit. The tweed topcoat has the popular raglan sleeves especially suitable for a boy with a tall, thin body build.

American Institute of
Men's and Boys' Wear

BOYS

Tall and Thin Body Build

- (1) Horizontal lines are best. Jackets which contrast in colour with trousers are good. Wide lapels on jackets give a widening effect.
- (2) Double-breasted suits with well padded shoulders appear to add width.
- (3) Boxy lines or belted coats and jackets are suitable.
- (4) Sweaters with round or oval necklines, bright colours, plaid or bold designs are becoming to the tall, thin boy.
- (5) Materials in fine checks, shadow plaids, heavy, rough tweeds may be chosen.
- (6) Topcoats with raglan sleeves are suitable. The coats may be belted.

Short Body Build

- (1) Vertical lines are best.
- (2) Single-breasted suits with narrow, tapering lapels are a good choice.
- (3) V-neck sweaters — coloured to match or co-ordinate with slacks — are suitable.
- (4) Materials with fine vertical stripes, herringbone twills may be chosen.

Heavy, Stocky Body Build

- (1) Vertical lines, closely spaced, are best.
- (2) Avoid plaid sport jackets, contrasting colour jackets.
- (3) Smooth textured materials less bulky than coarse weaves are suitable.

Proportioned Patterns for Girls.

Considering the principles of proportion, emphasis, and harmony in relation to your own figure helps you to avoid mistakes when choosing a pattern for a blouse or dress. Models and sketches of fashion figures in magazines and pattern books are somewhat taller than the average girl

or woman. Because the slender, willowy look often is considered *the way* to appear, artists draw fashion figures with longer legs than average humans have. For this reason girls are sometimes disappointed when designs they've chosen do not look as well on them as on the pattern envelopes. See Page 357.

FOR YOU TO DO

1. From brown wrapping paper or dark-coloured crepe paper cut: (a) a high round neckline, (b) a low U neckline, (c) a high neckline with a slight V effect, (d) a deep, sharp-pointed V neckline, (e) a square close-fitting neckline, and (f) a deep square-cornered neckline. The paper should be wide enough to extend over the shoulders. Try these on a group of your classmates. Notice the effect of the necklines on each person and select the neckline shapes which you think are most becoming for each. List which necklines are most becoming to you.

2. Draw or trace from fashion magazines two garments which express rhythm in different ways.

3. Let each pupil bring a belt to class. Note the effects of different *widths*, *styles*, and *contrasting colours*, on four members whom you have chosen to represent the different figure types.

4. Discuss these statements:

- a. Becoming clothes make people say, "How attractive you are today!" rather than, "What a good-looking dress!"

b. Hemlines should be raised or lowered each season to the number of inches agreed upon by top world fashion designers.

c. Clothes which follow the natural lines of the body do not go out of style quickly.

5. Trace or cut from magazines or fashion booklets good or poor examples of proportion in clothing design. Mount and label them for use on the bulletin board. With parents' consent have pupils bring old garments from other fashion periods to illustrate line in clothing.

6. Draw or select from discarded magazines a blouse or dress which shows formal balance; one showing informal balance. Mount and label your pictures.

7. Bring to class two pictures which show pleasing use of emphasis; one in boys' clothes and one in girls' clothes. What is the centre of interest in each design?

8. Prepare a scrapbook of necklines, pattern designs, and fabric samples which are becoming to you. Plan, in detail, your wardrobe for one season.

OTHER BOOKS TO READ

GOLDSTEIN, *Art in Everyday Life* (Revised), Chapters 15 and 16, Brett-Macmillan.

OERKE, *Dress*, Chapter 2, Copp, Clark. RYAN, *Your Clothes and Personality* (Third Edition), S. J. Reginald Saunders.

Chapter 21



du Pont de Nemours and Company, Inc.

Shopping for Fabrics

Learning to Select Material. "That's pretty," said Linda as she picked up an end of the bolt of cloth on the counter. "But," said the clerk, "that material is *acetate* taffeta and you said you wanted cotton material for a dirndl skirt for everyday wear—one that would wash and iron easily. This fabric on the table is cotton *broadcloth* and it's *Sanforized*. It launders easily and will not shrink." Linda had no idea what acetate, broadcloth, and Sanforized meant, and she was afraid to ask the clerk to explain. From this and similar shopping experiences she realized the importance of understanding the terms used on labels and in advertising.

Fibres and Fabrics. For thousands of years men have made cloth from fibres obtained from plants and animals. Fibres from such sources are called *natural* fibres. The common

ones are cotton and linen from plants, and silk and wool from animals. Cashmere and angora are other animal fibres you may know.

Rayon, also called viscose, and acetate are the earlier man-made fibres which have been widely used for many years. They are made from basic cellulose or plant materials such as wood pulp and cotton linters.

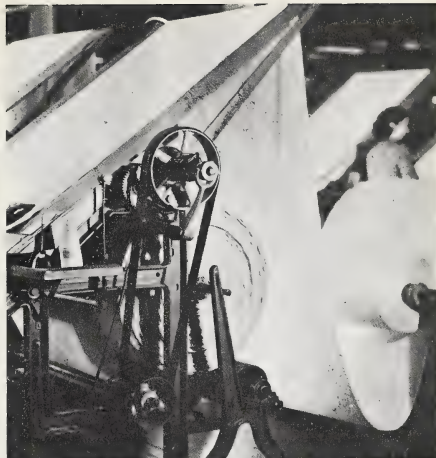
After a great deal of research scientists have discovered ways to produce fibres from a multitude of chemical raw materials such as coal, air, natural gas, and petroleum products. Within a few years many of these chemical *man-made* fibres have been developed and are available for our use. Nylon, Orlon*, Dacron*, Acrilan*, Dynel*, and Terylene* are some *man-made* fibres in fabrics you may have worn or used in some way.

Many of these new fibres look and

* Registered trade mark.



National Cotton Council of America



21-1. The cotton boll is the source of fibre for cotton fabrics which you use in making clothes. After cotton cloth is made, it is inspected for defects. Then it is ready for various finishing processes.

feel alike. Some of them are made into fabrics which look like those made from natural fibres. Because of this confusion *the Canadian government passed a law which makes it illegal to label textile products incorrectly.* Thus the fabrics you buy do not have to be labelled, but if they are, you know that the label must be correct.

Basic Steps for Natural Fibres. The steps in making cloth from natural fibres are:

(1) *Fibres into yarn.* The fibres are drawn out into long strands and then twisted or spun into yarns.

(2) *Yarns into fabrics.* The yarns are made into fabrics.

Of course, many other processes such as cleaning, bleaching, dyeing, and finishing are included in each of these basic steps. Some of these will be discussed later in this chapter.

Cotton. This fibre is widely used and comes from the fluffy bolls of cotton plants consisting of fibres and valuable seeds, Figure 21-1. The seeds are removed from the fibres by a process called ginning. The fibres are cleaned, straightened, and spun into yarn. To the cloth expert, a *ravelling from any kind of cloth is "yarn."* It may refer to wool, cotton or any other material from which cloth is made.

Cotton yarn varies in quality. One of the finest is Pima (pee-ma) cotton. It is used in making fine dress materials and men's shirting. Pima cotton is also combined with fibres such as nylon and Dacron in making yarns.

The outstanding properties of cloth made from cotton fibres are:

(1) *It washes easily.* Many white cotton materials can be boiled or bleached safely. These qualities make



British Information Services

21-2. Dressed linen fibre is being inspected in the foreground of the photograph on the left. In the background are bundles of good quality dried flax straw. Hand embroidery on the finished linen material creates beautiful linen tablecloths and linen yard goods.

it especially useful for sheets and underwear.

(2) It *absorbs moisture*. This makes it comfortable for summer wear and useful for towels.

(3) It *crushes* more easily than wool or silk. However, many cottons used for clothes have finishes which make them *wrinkle-resistant*. Before buying, check the label.

(4) It *shrinks* considerably unless finished by a process such as *Sanforizing*. A Sanforized cotton cloth will not shrink more than 1 per cent.

(5) By stretching cotton yarn or cloth as it is treated chemically, the cotton becomes permanently more lustrous and stronger. It takes dye more readily too. Cotton treated in this way is called *mercerized* cotton.

Cotton may or may not *fade* when washed, exposed to the sun or to

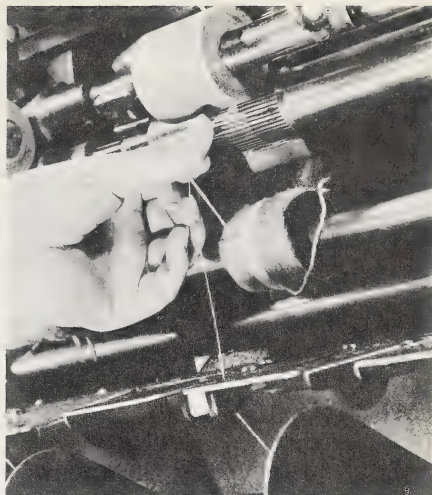
perspiration. If a fabric is *tubfast* or *sunfast*, the label will tell you. Even if colourfast, coloured cloth should be laundered with care.

Linen. The *flax plant* is the source of linen fibres and cloth. Linen has a *beautiful lustre* and is strong and durable. Unless specially treated, linen *crushes* more readily than cotton. Crease-resistant linens are greatly improved in this respect. Dark-coloured linen is more *likely to fade* because linen takes dye less readily than do other natural fibres. Linen is *easily laundered* and withstands high temperatures. It absorbs water readily, dries quickly, and does not give off lint. Linen is often used for towels, tablecloths, and napkins. Unless Sanforized, linen *shrinks* when laundered.

In weaving linen materials, either



Sunbeam Corporation



Wool Bureau

21-3. Wool is being sheared from a sheep by a national 4H champion. In producing wool yarn at a woollen mill, the spinning frame operator twists a broken strand together. After the yarn has been spun, it is woven into wool or woollen cloth.

round or flat yarns are used. Round-thread linens are more even in weave and more expensive than flat-thread linens.

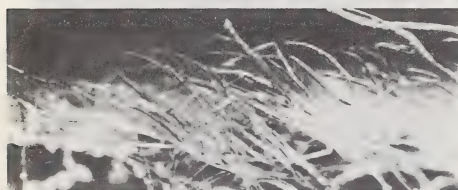
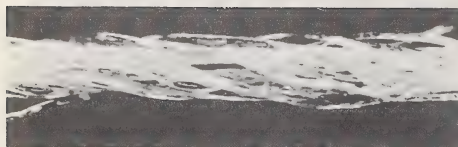
Wool. Cloth produced from the hair of sheep and other animals has excellent qualities. It is *warm, durable, and keeps its shape*. Because wool is an elastic fibre, a wool garment springs back into shape to some extent when hung up after wearing. Wool resists soil and repels rain better than cotton. Unless specially treated, wool cloth may shrink when wet. To control shrinkage some wool fabrics have special finishes such as Sanforlan. This finish is used successfully on all wool fabrics and on combinations or blends of wool and other fibres.

The labelling of all materials must conform to government regulations.

(1) If the fibres are named, all making up more than 5% of a textile material must be correctly named in order of predominance by weight. Designation of fibres by percentage is optional.

(2) As there is not enough new wool to meet the demand, sometimes it is used over again. This wool is usually less elastic and less durable than new wool. The kind of wool used in a material may be indicated on the label as one of the following classifications:

- (a) *Wool or new wool or virgin wool*—wool never before manufactured into yarn or cloth.
- (b) *Re-processed wool*—wool made from scrap or waste wool.
- (c) *Re-used wool*—wool previously used, cleaned and reduced to fibre for use again.



Wool Bureau

21-4. Only virgin wool is used for worsted yarn (*top*). A woollen yarn (*bottom*) consists of fairly short fibres often of re-processed wool.

As this type of labelling is not required in Canada, you usually do not know what type of wool you are buying. You must rely on the store to give you the correct information.

21-5. A silk-moth, used as a breeder, breaks through its silk cocoon. Raw silk is produced from the cocoons in which the worm has not been allowed to develop into a moth. Thus, the cocoon remains unbroken and yields a thread about 1,500 yards long. Patterns on silk fabric are produced by a Jacquard loom which raises the individual silk warp ends.

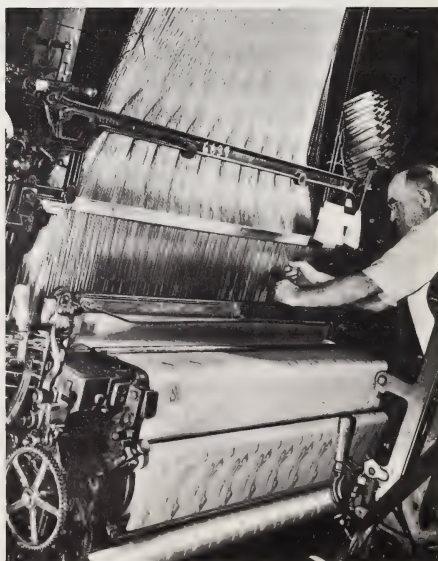
International Silk Association (U.S.A.) Inc.



Wool cloth is made from two kinds of yarns. One kind is spun from *short* fibres; the other, from *long* fibres, Figure 21-4.

(1) Yarns spun from short fibres are used to make *woollen cloth*. Examples are *flannel* and *tweed*. Many woollens are finished so their surfaces are covered with a fuzz called a *nap*. The nap may or may not be pressed flat.

(2) Yarns spun from long fibres, combed straight, are used to make *worsted*. This cloth has a smooth surface. Examples are *gabardine*, *serge*, and *covert*. Worsted when pleated retain the crease. They do not wrinkle or soil readily and are sturdy. With long wear, worsted garments may become shiny due to the smooth surface yarns.



Silk. The silk worm spins silk fibres. The fibres are unwound or reeled. The reeled silk is converted into yarn and the yarn woven or knitted into cloth. Silk is considered a luxurious fabric because of its lustre and feel. Most silks are light in weight and shed dust. They may spot readily.

Short and waste silk fibres are not discarded. These short lengths are spun to form yarn. Cloth made of this yarn is called *spun silk*. Silks resembling linen or tweed are often made from spun silk.

Some silks split because they are *weighted* by dipping them into chemicals. Weighting gives body to the fabric and makes it appear heavy.

Silk which has been weighted need not be labelled so. An article composed wholly of silk may be labelled as "silk", "pure thread silk", "pure dye silk" or "real silk". Before buying, it *pays to read labels*.

The Man-Made Fibres. Many of the fabrics and garments made from these fibres are often referred to as easy-care. Super-sheer hose of nylon that wash easily and dry quickly, sweaters of Orlon that launder easily without shrinking and losing their shape, tricot slips of nylon or Terylene that will neither sag nor stretch, that wash easily, dry quickly and need little or no ironing. Terylene or Dacron blended with wool for suits that keep sharp pleats and trouser creases — these are some of the triumphs of man. Scientists created these fibres and control their size and behaviour in many ways.

A more recent and very interesting development in the field of man-made fibres is textured yarns. Fibres such as nylon which have the property known as "heat-setting" can be changed from smooth, silky yarns to soft, fluffy or stretchy yarns, depending on the process. They are crimped, coiled, looped or twisted and then set to shape by heat, something like a permanent wave process. You may have had leotards or socks made from the stretchy nylon and sweaters of textured nylon yarn.

Man-made fibres produced in Canada are viscose, acetate, nylon, Orlon, Terylene, Arnel*, and Trilan. Research continues, and we may expect many other man-made fibres and the discovery of new and different processes to give greater variety to the way they look and feel.

Basic Steps in Making Man-Made Fibres and Cloth. In general, the steps are:

- (1) Treating basic materials to form a thick solution;
- (2) Forcing this fluid through fine holes of a device called a spinneret;
- (3) Drying the fine streams in air or treating them with chemicals to solidify them into fibres;
 - (a) *continuous filaments* — long fibres from the spinneret.
 - (b) *staple* — fibres which are made by cutting the long continuous filaments into short lengths.
- (4) Twisting the continuous filaments into multifilament yarns or spinning together the staple fibres into *spun yarns*, much the same as cotton or wool fibres are spun together to form yarn;
- (5) Weaving or knitting the yarns or by other methods making cloth.

* Registered trade mark.

These are the basic steps. As in the making of cloth from natural fibres, many other processes are needed to produce cloth of different textures and colours.

Rayon. Rayon is the original man-made fibre and is made from wood pulp or cotton linters, the short ends of cotton left on seeds after ginning. Some rayon fabrics are glossy; others are dull and resemble silk crepe, wool, or linen fabrics. Rayon fabrics take dye readily. Most of them can be laundered but are *weak when wet* and should not be stretched or twisted during laundering, or rubbed too hard in spot cleaning.

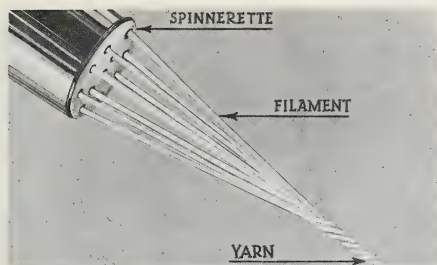
Acetate. Acetate is made from some of the same basic materials as rayon, but it differs chemically from rayon. Some fabrics made from acetate look like luxurious silk and drape in graceful folds; others may be sturdy like suiting materials. Special care must be taken when laundering acetate as it is *weak when wet* and *cannot stand a hot iron*. It resists mildew. Coloured acetates, blues especially, may change colour because of gases in the air. This *fume fading* has been reduced by research. Examine the label on acetate garments for a guarantee against fume fading. Unlike white silk, white acetate does not become yellow from washing. It can be heat-set into durable pleats.

Nylon. Nylon was the first chemical man-made fibre to be produced commercially, and it startled the world with its amazing qualities. It is exceptionally strong, and weight for weight stronger than structural

steel. Nylon fabrics are strong, dry or wet, and may be very sheer and light, or heavy and somewhat bulky in appearance. They dry quickly and require little ironing. They are moth, mildew and wrinkle resistant. Nylon does not absorb moisture as readily as some of the other fabrics. Tricot or knitted fabric, as found in blouses, slips and panties is more comfortable to wear than tightly woven taffeta, because it is more open in construction.

Orlon. Orlon is a soft, luxurious fibre which can be used by itself or blended with other fibres such as wool and rayon. Sweaters of 100% Orlon fibre are washed easily and require no special blocking. It is advisable to turn sweaters to the wrong side when washing to avoid the formation of pills, (rolled-up, fuzzy balls of fibre). Fabrics of Orlon wash readily, resist wrinkles, mildew, moths, and damaging effects of sunlight. Fleece-like and fur-like fabrics are made of Orlon. It is also found as the major component of blends with other fibres in suitings, jerseys, and flannels of different weights.

Dacron. Cloth made from Dacron *resists moisture and wrinkles*, is *quick drying*, and *keeps its shape*. It retains pleats and trouser creases well while being worn and during laundering. Sheer fabrics as well as suiting materials are made of Dacron. In staple form it is used for pillows and comforters. Mixtures of Dacron with cotton and other fibres are made into blouse and lingerie fabrics which require little ironing. For best results



American Viscose Corporation

21-6. Filaments form yarns.



American Viscose Corporation

21-7. Fabrics from spun rayon.

blends of 65% Dacron and 35% cotton are recommended.

Terylene. This fibre is very similar to Dacron. It has the same advantages, uses and care as Dacron.

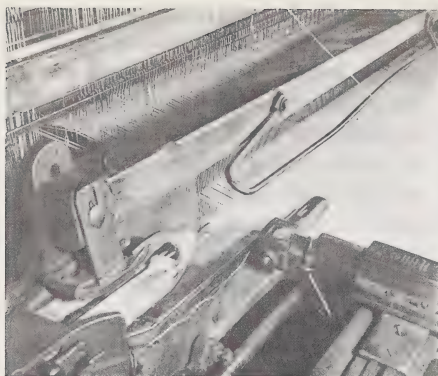
Dynel. Fabrics made of Dynel are warm, soft, and moth and mildew resistant. Dynel is affected by heat so it must be ironed at the lowest heat setting. It retains its fluffy appearance after washing making it suitable for blankets, sweaters, and warm socks. It is resistant to most chemicals and is used for this reason for heavy work clothes and other industrial purposes. Fur-like fabrics used for coats, collars, and linings are often made of Dynel or blends of Dynel and Orlon. In some forms Dynel materials can be moulded into hats.

Arnel. Arnel is a member of the acetate family. It can be produced at fairly low cost and has a soft, comfortable feel when made into cloth. It washes easily, dries quickly, and requires little ironing. Because Arnel fabrics are heat-set as they are made, they may be ironed with a warmer iron than regular acetates allow. Clothes made from Arnel are resistant to wrinkling and do not pill. Arnel is used by itself or blended with cotton, rayon, and other fibres.

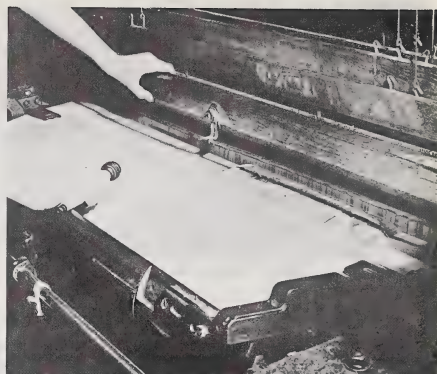
Acrilan. Fabrics made of Acrilan are soft and warm but light in weight. They resist wrinkles, moths, mildew, and sunlight. Acrilan fabrics absorb little moisture. Also they are washable, do not shrink, and retain their shape when wet. Acrilan is another of the man-made fibres often blended with other fibres.

Darvan. Darvan is another soft fibre and may be used by itself in fabrics, or it may be blended in such fabrics as jersey and shirting materials, men's suitings and knit sportswear. Darvan is made into fur-like fabrics for warm coats also. It is resistant to mildew, moths, and to the effects of weather.

Verel. Verel is a lightweight fibre which is soft and warm. It is made into fur-like fabrics for linings. Verel pile is used as coating and for trimming on coats. When finished with a nap, Verel makes soft blankets as well as fleeced sleepwear. For socks and knit sport shirts, Verel may be blended with cotton. Its easy-care and moth-resistant qualities make Verel suitable for carpeting.



Wool Bureau



National Cotton Council of America

21-8. Shown are looms for weaving: wool (left); cotton fabric (right).

Creslan. This man-made fibre is used for woven or knitted garments as well as for home furnishings.

Zefran. Fabrics made from Zefran are made into suitings, sportswear, blankets, and carpeting. Zefran is *resistant to chemicals and shrinkage. It wears well with only slight pilling.*

Kodel. This is a man-made fibre used for clothing. It retains its shape and resists heat and pilling.

Corval and Topel. These man-made fibres are of the rayon family and are excellent for blending, especially with cotton.

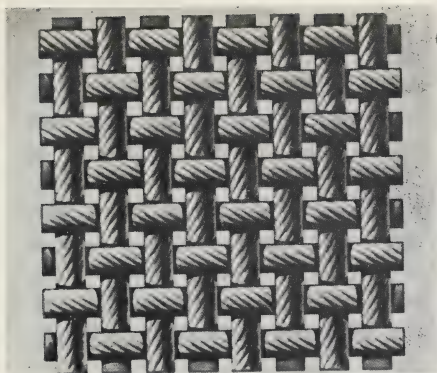
How Yarns Are Interlaced to Become Cloth. You have noticed that all woven cloth has finished edges which do not ravel. These edges are called *selvages*. All cloth that is woven consists of at least two groups of yarns. One group runs parallel to the selvaqe. These are called *warp* yarns. The other yarns run perpendicular to the selvaqe and are called *weft* or *filling* yarns. Figure 21-9.

The warp and filling threads are interlaced in various ways to make cloth.

(1) *Plain Weave.* There are many different cotton materials such as muslin, gingham, and percale in which each *filling thread passes over one and under one warp thread*. Cloth made in this way is *plain weave* (Figure 21-9). Many kinds of fibres are woven with the plain weave. Examples are crash (linen), tweed (wool), taffeta (silk or rayon).

Instead of using *single warp* and *filling yarns*, *two or more filling yarns* may be interlaced with the *same number* of warp yarns. This way of weaving is commonly called *basket weave*. By using heavier filling yarns corded effects are obtained such as faille and poplin materials.

Materials having warp or filling threads of uneven size are usually *not classed among the most durable fabrics*. In sheer fabrics the finer yarns may be strained by the heavier ones.



Wool Bureau



21-9. The plan-view of the fabric in the photograph on the left shows the construction of a plain weave. Interlacing of warp and weft yarns are shown in the cross section. The designer indicates on paper the design he desires. The photograph on the right shows a close-up of the interlaced threads of a plain weave cloth.

(2) *Twill Weave.* Figure 21-10 shows the *twill weave*, of which denim (cotton), twill towelling (linen), serge (wool), gabardine (wool or rayon), and surah (silk) are examples. *Most cloth woven in twill weave is strong and firm.*

(3) *Satin Weave.* Satin and sateen materials have a right and wrong side; the right side is more lustrous than the under side. The

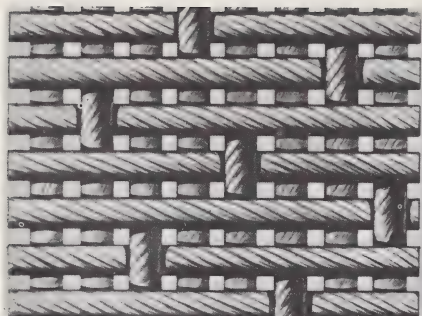
lustre is due to long threads on the surface known as *floats*. Floats vary in length; the longer the float, the less durable the fabric. Floats readily snag on rough objects.

A weave called the *satin weave* (Figure 21-11) is used in making these fabrics. Satin is usually less serviceable than plain or twill weave silks. Always examine both warp and filling threads when buying satin.

21-10. The photograph on the left shows the design of a 2/2 twill cloth pictured on the right. The cross-section illustrates how the warp end passes over two filling yarns and under the next two filling yarns to create diagonal lines. Twill lines become most apparent when warp and filling yarns are of contrasting colours.

Wool Bureau





Wool Bureau

21-11. Sateen, a fabric woven with a variation of the satin weave, places crosswise (filling) floats instead of lengthwise (warp) floats on the surface. In satin fabrics, floats run lengthwise. To wear well, satins and sateens must be made of fine yarns, densely woven. The smooth, shiny and unbroken surface of sateen weaves makes them suitable for coat linings.

Silk threads may be used for both warp and filling, or cotton threads may be used for the back and silk for the face. Satin-weave materials are made of nylon, rayon, and other man-made fibres. *Sateen* is woven from cotton. In most sateens, floats run crosswise.

Plain, twill, and satin are weaves of the more commonly used fabrics. Two other weaves used in fabrics are:

Jacquard Weave. Damask table linen and brocaded silk or rayon are woven on a special loom. This Jacquard loom makes an elaborate pattern in the fabric.

Pile Weave. Velvet, corduroy, and velveteen are pile fabrics. In pile weave besides warp and filling yarns, there is a third group of yarns which form loops on the right side of the fabric. In pile-woven fabrics such as

bath towels, the loops are uncut. In other pile fabrics, the loops are cut. Most velvets have cut pile. The yarns forming the pile of velvets may be silk, or rayon or nylon; that of transparent velvet is rayon or rayon combined with other fibres. The back of velvets may be cotton, rayon, acetate, or silk. The pile of velveteen is cotton. Corduroy has a cotton or rayon pile.

Knitted Fabrics. Knitted dress fabrics are popular because they do not wrinkle readily, are soft and comfortable, and easily packed for travelling. Knitted fabrics have the ability to stretch or "give", some, of course, more than others. A fabric can be knitted so that it will have very little stretch or sag and be suitable for dress and even coat materials; or it can be knitted so that it will have sufficient stretch to be suitable for underwear. Fine-gauge dress jersey by the yard is knitted in a tubular form on a circular machine and looks the same as sweater jersey except that it is finer in every way. You may find some jersey materials labelled sag-resistant. Blending man-made fibres, such as Orlon or Acrilan, with wool in a fine gauge jersey reduces shrinkage in laundering to a minimum. Tricot (tré-co), a very fine, knitted fabric, is made on a special machine with many needles knitting two or more yarns at a time. The stitches are locked together as it knits, making a run-resistant cloth which comes off the machine in flat form, not tubular. Tricot fabric, made of the man-made fibres such as nylon or

HOW COLOUR IS ADDED TO TEXTILES

Before cloth is made	Solution Dyeing	Colour is added to fluids which are to become man-made fibres.
	Stock Dyeing	Fibres are dyed before they are made into yarn.
	Yarn Dyeing	Yarn is dyed before it is made into a fabric.
After cloth is made	Piece Dyeing	Lengths of fabric are dyed.
	Printing	Methods used include engraved rollers, screens and block printing on white or coloured cloth.

Terylene, is then given a “heat-setting” treatment, which gives stability to the cloth so that it does not shrink in laundering or sag in wearing. You have probably worn tricot fabrics in slips, blouses, and panties.

Teaming Fibres Together. No single fibre is suitable for every purpose. Textile manufacturers have discovered that fibres may be mixed to obtain the desirable qualities of two or more fibres in one fabric.

Wool is soft and warm. Orlon is an easy-care fibre which retains pleats through several washings. A cloth made of part wool and part Orlon may have the soft, warm feel of wool with the ease-of-care properties of Orlon. Manufacturers are experimenting to find the mixtures which give desired results.

Sometimes two or more different fibres are mixed *before* they are made into yarn. Cloth made from such yarns is known as a *blend*. A *combination* fabric is produced by weaving together yarns of different kinds of fibres. A combination fabric for

lingerie, for example, may have nylon warp yarns and cotton-filling yarns.

Treat fabrics or garments containing more than one fibre as if they were made entirely of the major fibre. For example, a blend of 65% Terylene and 35% cotton would be treated as if it were all Terylene. It is always wise to follow instructions which may be given on a tag or label.

Will It Fade? This is an important question to keep in mind when buying fabrics or clothing. Dyes have been improved, and new methods of dyeing have been developed. It is now possible to buy materials which are fast to sun and laundering. Tags or labels on most clothing and labels on bolts of cloth explain whether the fabrics are colour-fast. They also describe the cleaning or washing methods recommended.

Colour is applied to cloth in many ways. The methods and dyes chosen must suit the particular fibre or blend of fibres used. Vat dyes produce col-



National Cotton Council of America

21-12. Intricate designs are woven on a Jacquard loom. On a Jacquard loom, each warp yarn may be controlled as desired. Note how clear the design is on the cotton cloth.

ours of excellent fastness to light, laundering, and perspiration on cottons, linens and some types of rayon. Dyeing may be done at different times or different stages in the manufacturing of cloth as indicated in the chart on page 333.

Fabric Finishes. The textile industry has spent millions of dollars to develop finishes for materials. The trend is to make fabrics: (1) washable, (2) crease resistant, (3) spot and soil resistant, (4) non-shrinkable, and (5) that require little or no ironing. Not all of these problems have been solved yet.

Calendering makes cottons and linen smooth and lustrous. *Sizing*

adds stiffening materials to fabrics. It may be permanent, or it may be lost when the cloth is washed. *Mercerizing* cloth by means of a chemical process makes the cloth shiny and strong.

Some finishes that control shrinkage are: *Sanforizing* (for cotton and linens) prevents shrinkage beyond 1%; *Sanforlan* (for wools) prevents shrinkage beyond $\frac{1}{2}\%$; *Sanforset* (for rayons) ensures that fabrics will not shrink more than 2%. Many other shrinkage controls are a part of the set of finishing processes applied to products with trade names.

There are finishes to make cloth resist wrinkles, retain pleats, and resist slipping at the seams. Finishing processes are used also to make fabrics mothproof, waterproof, water repellent, soil resistant and flame retardant. Some finishes are so durable that garments on which they are used may be machine-washed and then worn with little or no ironing.

Since so many trade-mark names are on the market and so many more appear yearly, it is important to *read labels and information tags*. These explain what you may expect of the fabric and what treatment you must give it. *If you follow the directions and the article does not perform as the label promises, you are justified in making a complaint.* A reliable manufacturer wants to know if his product is serving you, the consumer, as his tests indicated it should. He can improve it only if he knows what is at fault.

The Design of Cloth. What will you buy—a plain, striped, plaid or flowered material? The answer depends upon where you will wear the dress, your build, your personality, and upon how bold or subdued the design and colour of material. Let us consider fabric designs.

(1) *Plain Fabrics.* There are plain materials with either dull or glossy surface. Sarah is heavier than fashion models. She selected blue satin for a dress. The dress did nothing to make Sarah look more slender. A material with a glossy surface reflects more light than a dull-surfaced material such as flat crepe. The glossy material calls attention to the outline of the wearer. If you are stocky in build, you should avoid material with a glossy surface.

(2) *Striped and Plaid Materials.* When you are selecting a *striped* material, think of the principle of proportion (page 313). *Wide-striped materials are unsuitable for stout body builds.* Narrow stripes may also be unsuitable for a plump person, especially one with a full bust. Broken stripes are more successful.

Evenly spaced checks or plaids as well as stripes of equal width are uninteresting unless the checks are very small. Decided plaids, like wide stripes, increase the apparent size of a person. For slender persons, especially for young girls, well-designed plaids are interesting materials. Stripes and neat checks are suitable for school, business, and street wear.

(3) *Other Patterned Materials.* Many fabrics have designs which al-



Dan River Mills, Inc.

21-13. This view of a piece of gingham fabric might be of either the right or wrong side because the yarns are dyed before they are woven into cloth.

most cover the background. We call them *all-over patterns*. Other materials have large figures with much space between each unit of design. For a person of small build, the latter designs are not suitable. A large design is not becoming to a large person if the eye leaps from figure to figure. Such material makes a plump person appear larger.

Designs which are very conspicuous are not pleasing for clothes, especially for school or business clothes. *The pattern on a material should not stand out so forcefully that it overwhelms the person wearing the fabric.*

Woven and Printed Designs. Look at the right and wrong side of a piece

of *gingham*. Unravel the warp and the filling yarns so that you get yarns of more than one colour. The *gingham* shows the same amount of colour on both right and wrong sides, and the yarns vary in colour. Also, the design of *gingham* is formed by straight lines making either stripes or plaids. From these observations, it is easy to understand that yarns used in making *gingham* are dyed *before* the cloth is woven.

Now look at the right and wrong sides of a piece of *percale*. Notice that the design is not as plain on the wrong side as on the right side. This shows that the design was printed on the cloth after weaving. Most printed

designs are applied to plain coloured fabrics. Sometimes, however, a design is printed onto a woven check or plaid fabric such as a cotton *gingham*.

Designs in brocade and damask are made as the cloth is woven on a Jacquard loom.

Embossed Designs. Hot engraved rollers may be used to press a design onto cloth. This process of finishing cloth is called *embossing*. Moire and other "watered" effects on cloth are made in this way. Some embossed cottons have a blistered effect. Embossed designs may or may not be permanent.

FOR YOU TO DO

1. Bring to school all informative tags and labels found on clothing your family buys. Choose committees for these tasks:

- a. *Sort labels according to fibre content.* Report to class on the meaning of terms found on labels.
- b. *Sort labels regarding finish and care of fabrics or garments.* Let one committee member report on the finishes. Other committee members demonstrate the care to be given fabrics or garments.
- c. *Prepare a label exhibit for the bulletin board and questions for a quiz bee* to use as a review.

2. Learn to recognize and name fabrics. For this your teacher may have a collection of materials, or you may bring some pieces from home.

3. *Bulletin Board Display of Weaves:* Cut coloured paper into strips $\frac{1}{4}$ inch wide and 6 inches long. On heavy paper or cardboard, paste the ends of 24 strips side by side to represent warp yarns. Using paper strips of another colour, weave them crosswise through the warp strips to make a *plain weave* fabric. Paste all loose ends and label. Make other samples of *twill* weave and *satın* weave.

4. Choose one man-made fibre for study. Write a report about its manufacture, use, and care.

5. List some shrinkage control processes used on cotton, wool, and rayon.

6. Secure samples of as many fabrics as possible made of *different fibres*. Label their fibre content and arrange them on the bulletin board.

OTHER BOOKS AND BOOKLETS TO READ

American Home Economics Association
Leaflet: *How to Buy Rayon and Acetate*, Washington 9, D.C.

DENNY, *Fabrics* (Seventh Edition),
Longman's, Green.

For Leaflets regarding *Fibres*, write to:
American Bemberg Corporation, New
York 16.

Canadian Celanese Ltd., 1980 Sher-
brooke St. W., Montreal, Quebec.

Canadian Chemical and Cellulose Co.
Ltd., 2035 Guy St., Montreal 25,
Quebec.

Canadian Fabrics Foundation, 630
Lagauchetiere St. W., Montreal,
Quebec.

Canadian Industries Ltd., Box 10,
Montreal, Quebec.

Carbide and Carbon Chemical Cor-
poration, New York 17.

Chemcell Limited, 1600 Dorchester
Blvd. W., Montreal.

Chemstrand Corporation, Decatur,
Alabama.

Courtaulds (Canada) Ltd., 1600
Dorchester St. W., Montreal 25,
Quebec.

Dow Chemical Company, James
River Division, Williamsburg, Vir-
ginia.

DuPont of Canada Ltd., Box 660,
Montreal, Quebec.

Eastman Chemical Products, 260
Madison Ave., New York 16.

B. F. Goodrich Chemical Company,
Cleveland 15, Ohio.

International Silk Association, 489
Fifth Ave., New York.

Irish Linen Guild of Canada, 525
Dominion Square Bldg., 1010 St.
Catherine St. W., Montreal, Que-
bec.

National Cotton Council of America,
New York 13.

J. C. Penney Company Laboratory,
330 W. 34th St., New York.

Tennessee Eastman Corporation,
Kingsport, Tennessee.

Wool Bureau of Canada, 44 Eglinton
Ave. W., Toronto 12, Ontario.

Household Finance Corporation, Pub-
lication: *Your Clothing Dollar*, 85
Bloor St. E., Toronto, Ontario.

Chapter 22



Phil Palmer from Monkmeayer

You Can Make Your Own Clothes

Do-it-Yourself Wardrobes. Making one's own clothes has become a popular hobby for girls who like to try out their own ideas in dress. Few family budgets can be stretched to buy as many clothes as teen-agers wish. By making their clothes, girls find they can have more clothes for the money they may spend for a wardrobe. Patterns have been made easier to work with, too, so that even a beginner can make attractive clothes.

You Need Good Tools. *You will have best results and find learning-to-sew a more pleasant experience if you select good equipment.* You may become discouraged working with dull shears that chew the cloth, and with coarse, blunt pins which leave dark pin-holes or snag the threads

of your material. If you learn to use sewing equipment properly and handle it carefully, it will be useful for many years. *Good equipment is worth the money you pay for it.* Choose the best quality you can afford, and guard it well. Mark each article with your name on a small strip of adhesive tape. Hunting for lost equipment and borrowing from others wastes your time and that of other class members. You will need the following:

(1) *Box.* It should be large enough to hold your cloth and equipment but small enough to fit into your locker or class drawer.

(2) *Shears or Scissors.* *Shears* come in various lengths (blades 5 to 12 inches) with handles to hold your thumb and three fingers. *Scissors* for cutting threads and trimming seams

usually are under six inches in length. Two openings in the handles of the same size hold your thumb and one finger.

If you are buying only one, select shears, for they will be much easier to handle when cutting cloth. Make sure that they are of high quality steel which will keep a good cutting edge, and that the points are true so they cut well out to the very ends. Never use good shears for cutting paper, cardboard or heavy cord. Your school department may have pinking shears to finish the seams of your garment.

(3) *Tape Measure.* Choose a tape of firm, strong material with clear numbers on both sides. If the sides are numbered from opposite directions, you can start measuring from either end you pick up. A metal tip will keep the end from fraying so that the first inch will remain true to size.

(4) *6-inch Ruler.* This is easy to handle when measuring small distances. Metal or plastic ones with movable points are helpful to use as gauges for hems and seams. (Figure 22-2.)

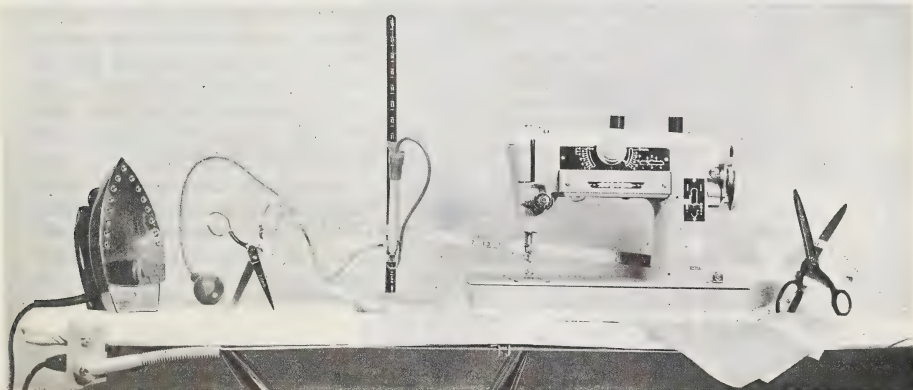
(5) *Pins with box or pin-cushion.* Fine, sharp pins known as silk or dressmakers' pins slip into the material easily and leave no marks. A cushion on an elastic or plastic band which slips onto your wrist keeps pins handy.

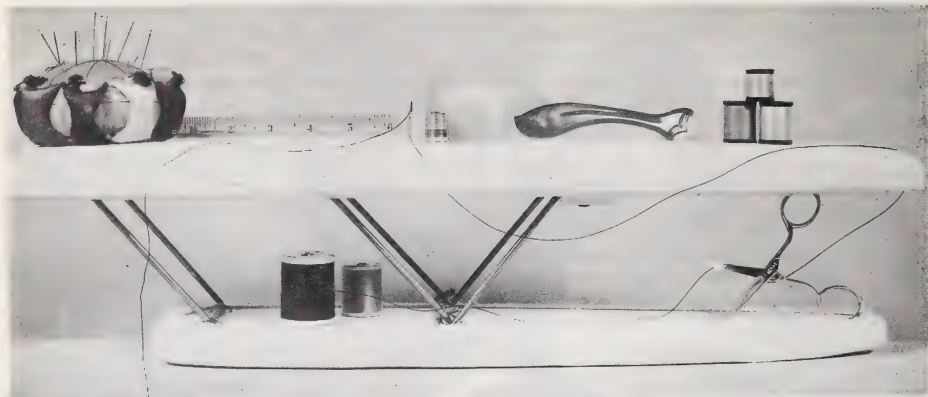
(6) *Needles.* Needles vary in size from number 1, the largest, to number 12, the finest. You *can not do neat work with a very coarse needle.* Sharps in sizes 7 to 9 are needles suitable for most cotton dress materials. Long-eyed needles for embroidery called *crewel* needles will be easier to use if you find it hard to thread a regular needle.

(7) *Thimble.* A *thimble* is as much needed for your finger when sewing by hand as shoes for your feet when walking. *Fit your finger for a thimble as carefully as you fit your feet when buying shoes.* Fit it to the long middle finger of the hand in which you hold your needle. A metal thimble should be just snug enough to stay in place when you move your hand but not tight enough to pinch your finger. A plastic thimble is less satisfactory than a metal one.

22-1. Major pieces of necessary equipment for constructing a garment are shown in the photograph. For cutting fabric both shears and scissors are used. A yardstick or skirt marker gives the desired hem length for skirts and dresses. Tracing paper is used for the placement of darts, seams, and pleats on fabric. Essential are the sewing-machine, iron, and ironing-board.

Courtesy of Vogue Sewing Book





Courtesy of Vogue Sewing Book

22-2. For hand sewing you need a pin-cushion, the right size pins and needles, correct colour and number of thread, a thimble, and a pair of scissors. A six-inch ruler is handy to check grain line and to gauge seams and hem depths. A sleeve board is an aid to pressing open small seams.

(8) *Thread.* For machine use, buy thread to match the colour of your material. Thread on the spool looks darker in colour than a single thread. *Choose thread which appears a shade or two darker than your material.* For most coloured cottons, mercerized thread number 50 is commonly used. In cotton thread number 8 is the coarsest and number 200 the finest. Nylon or Dacron thread may be used on fabrics of man-made fibres. Consult charts for proper thread and needle sizes. For basting, use No. 70 to 80 cotton thread or finer. Silk thread is best for basting silks or fabrics which mar easily.

(9) *Tailor's Chalk.* A *hard chalk* with an edge which leaves a fine line is helpful in marking your material. It comes in dark colours as well as white and rubs off easily when you no longer need the mark.

(10) *Dressmaker's Tracing Wheel and Tracing Paper.* Use tracing paper, a carbon type paper made for dressmaking, and a tracing wheel for marking darts, tucks, pleats, and similar details on the wrong side of your

material. A dull knife can be used if you do not have a tracing wheel.

When You Sew by Hand. Keep in mind the following suggestions when using your equipment:

(1) When pinning two edges of material together, place *pins* at right angles to the cloth edges.

(2) To thread a *needle*, hold the needle in your left hand as you push the thread into the needle's eye with your right hand. (Reverse procedure if left-handed.)

(3) *Thread* for hand sewing should be only about 20 inches in length to prevent kinks and tangles. Practise making knots until you can make them tight and small. Take two tiny stitches in the same place to fasten your thread when a knot would show too much.

(4) *Always wear your thimble when sewing by hand.* It protects the end of your finger from needle pricks and helps to push the needle quickly through the cloth. To get used to wearing a thimble, use it to

push an unthreaded needle through a piece of cloth several times.

Never hold pins or needles in your mouth. You might swallow a pin if you should sneeze or laugh. Avoid cutting thread with your teeth. It is possible to chip off a corner of a tooth when you bite threads. When handing shears, a tracing wheel, or any sharp instrument to another person, always pass them with the handles toward the other person.

Sewing-Machines. *Treadle* machines are run by moving a footrest in steady rhythm with your feet. *Electric* machines are run by electric motors. You control the speed by the amount of pressure you apply to a lever by your knee or your foot. If possible, learn to use both types of machines. Practise for a smooth, steady rhythm and good control so that you can start, stop, and slow down the machine easily.

Watch a demonstration by your teacher or a class member who has passed her sewing-machine test. When it is your turn to practise, sit squarely on a chair drawn close enough to the machine for you to

guide your material comfortably. On unthreaded machine, practise following straight lines, curved lines, and squares on lined paper until you can prove that you can stop and start smoothly and handle the machine safely.

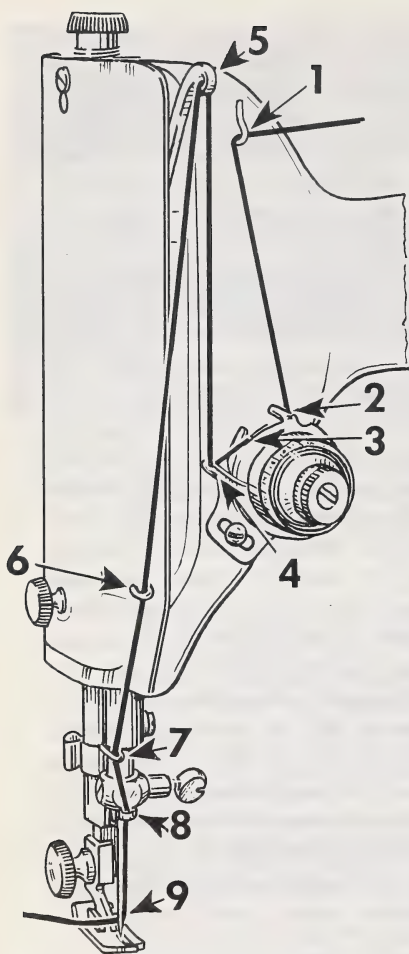
Threading a Sewing-Machine. *Top Thread*—Each make of machine has parts which differ from other makes in appearance and arrangement. The order of placing the thread is very much the same for all sewing-machines. *Remember these parts in this order* and you will have little trouble in threading any machine: (1) *Spool pin*, (2) *tension*, (3) *thread take-up* and (4) *needle*. To direct the thread there will be two or more projections called *thread guides*. If the thread guide near the needle is to the right of the needle, thread the needle from right to left. If the needle thread guide is to the left of the needle, thread the needle from left to right.

Your teacher will show you how to thread the machines in your school and will have some charts for you to follow.

22-3. Better results are obtained from machine sewing when the sewer sits correctly at the machine. Straight seams come through control of the stitching speed and the proper placement of the fabric under the machine needle at all times.

Fairview High School





Parts Carrying the Upper Thread:

Spool pin—holds the thread.

Thread guides—hold the thread in place.

Tension Regulator — controls the tightness or looseness of the upper thread.

Thread take-up — moves up and down as a stitch is made carrying the thread to or from the tension.

Needle—carries the upper thread.

Bobbin Thread. The lower thread

22-4. It is important to have the upper thread pass through each machine part designed to carry it.

From the spool holder on the top right of the machine, the upper thread is held in the thread guide (no. 1).

The thread is next pulled between the tension discs (no. 2) from right to left.

Pull thread up against take-up spring (no. 4) until thread enters retaining fork (no. 3).

Pass thread from right to left through take-up lever (no. 5) which has been raised to its highest position.

Catch thread in eyelet (no. 6).

Hook thread into thread guide (no. 7).

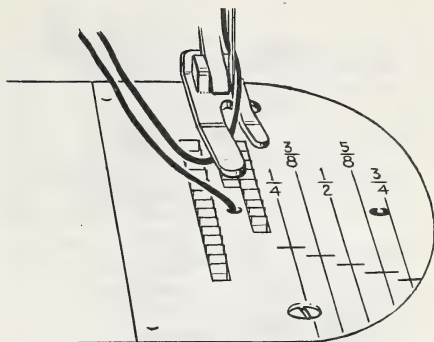
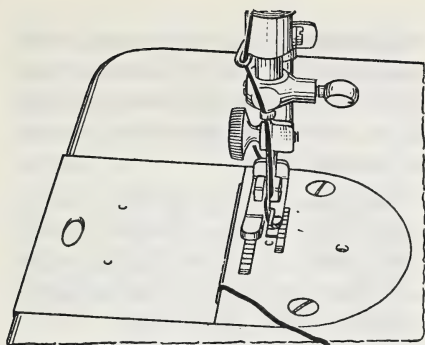
Lead thread into guide (no. 8) on needle clamp.

Draw thread from right to left — depending on the machine — through needle eye (no. 9).

Have the thread extend about two inches from the eye of the needle.

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is carried on a bobbin. Many bobbins are round; some are long. Some must be fitted into a shuttle before placing them in the machine. Follow the instruction booklet of your machine for the proper way to thread the bobbin and place it in the machine. Before you wind the bobbin, adjust the lever on the hand wheel to stop the needle motion. When you've finished winding your bobbin, turn



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22-5. Thread the bobbin and place it in bobbin case. Holding the upper thread in the left hand, turn the hand wheel toward you. Be sure to keep hold of the upper thread. The needle, in moving down from and back up to its highest point, picks up a loop of the bobbin thread. Lay both threads back under the presser foot.

the lever back again to allow the needle to move.

Adjusting Threads Under the Presser Foot. Pull up the lower thread as shown in Figure 22-5.

Machine Stitching. When stitching on the sewing machine, remember to:

(1) Have both threads out behind the presser foot.

(2) *Have cloth under the presser foot of a threaded machine when running it.* (You may have a bad tangle of thread in the bobbin section if you forget this warning.)

(3) Before stitching your garment, always check the stitching on a piece of scrap cloth to be sure that the stitch is right for your fabric.

(4) Let the feed carry the cloth along. Do not pull or push it. Your stitches may be uneven, or you may bend or break the needle.

(5) Use the presser foot as a guide for the width of your seams. A seam guide attachment may be adjusted to help you keep the seam even, or a piece of adhesive tape on the plate

may be marked to size. (Figure 22-7, page 344.)

(6) Fasten the stitching so that it will not unravel by:

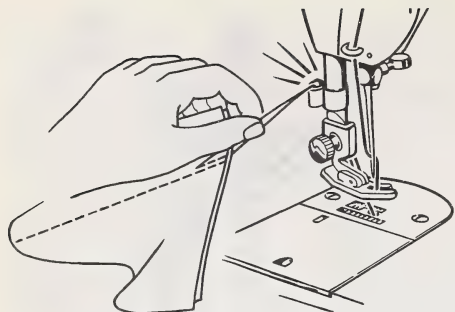
(a) Turning lever to back tack and sewing backward over the last four or five stitches.

(b) Retracing. (Use on machines without a back tack lever.) Leave needle in cloth; raise presser foot. Turn cloth around, lower presser foot and stitch over last four or five stitches.

(c) Tying ends of thread in a square knot on wrong side (after removing cloth from machine and pulling upper thread to wrong side).

(d) Raising the presser foot in such a way that two or three stitches made in one place will "lock" the stitch.

(7) Remove cloth from machine, raising needle to the highest point by turning the hand or balance wheel. Then raise the presser foot and pull the cloth back so the threads go back *between the toes of the presser foot* leaving about 3 inches of thread. Then cut thread.



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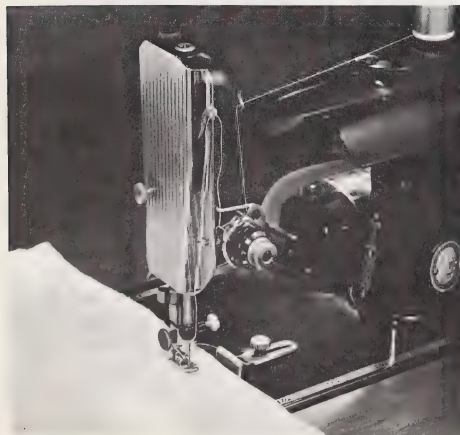
22-6. When taking the cloth from under the presser foot, leave about three inches of thread free. Some machines have thread cutters.

Adjusting the Tension. A sewing machine has two tensions: one regulating the tightness or looseness of the upper thread, and the other regulating the lower thread.

If tensions are correctly adjusted, stitches on both sides of the cloth will look alike; no threads will lie on the surface. If the tension of both threads is too tight, the threads

22-7. If the sewing machine does not have markings on the throat plate for seams (Figure 22-5), a detachable seam gauge is most helpful for stitching seams straight.

Simplicity Pattern Company, Inc.



will break, or lightweight cloth will pucker on the line of stitching. On the other hand, if the tension of both is too loose, the stitches will be looped or possibly knotted.

Improper threading may cause poor tension and poor stitches. *Check both upper and bobbin threads to be sure that they are threaded correctly before adjusting the tension.*

Follow the machine's instruction booklet to adjust the lever or screw on the upper tension regulator. Do not try to adjust the lower tension; consult your teacher. Some machines are balanced with such care that an expert repairman may be required after a beginner has tried to adjust the lower tension.

Oiling the Machine. Consult your machine booklet to learn how many oiling holes there are in the head of your machine. (1) Use sewing-machine oil rather than any general purpose oil. (2) Put one drop of oil (no more) into each of the holes requiring oil. (3) After oiling, to prevent oil spots on cloth, run the machine for a few minutes over a blotter or paper towel. (4) Carefully wipe off excess oil with a soft cloth. (5) Oil machine weekly, more often when in constant use. (6) If you are not going to use your machine for some time, oil it before letting it stand.

Causes of Machine Trouble. It is well to remember, when you are using a machine, that *the machine will work all right if you handle it properly.* When the thread or needle

breaks, or the machine skips stitches, the fault often is not with the machine but with the way you (or the one who sewed on it before you) operated it.

First, examine the way the machine is threaded. In order that you may know what to do when the stitching is not satisfactory, a list of difficulties and their causes follows.

MACHINE STITCHING TROUBLE CHECKLIST

- (1) *Upper thread breaking:*
Machine not threaded properly.
Needle not inserted correctly.
Needle point blunt or bent.
Presser foot loose and pushed to the side so that needle rubs against it.
Thread too coarse for machine needle.
- (2) *Under thread breaking:*
Bobbin case not threaded correctly.
Bobbin too full.
Bobbin tension too tight.
- (3) *Needle breaking:*
Cloth removed by pulling toward you. This bends the needle. It strikes the plate at the side of the hole and breaks.
Seam too thick or cloth too stiff.
Bobbin case incorrectly placed in the machine.
- (4) *Stitch skipping:*
Needle bent or inserted incorrectly.
- (5) *Looped stitching:*
Upper and lower tensions too loose.
- (6) *Thread forming a cord on upper surface of cloth:*
Upper tension too tight, or lower, too loose.

(7) *Machine refuses to run:*

Stop motion screw or clutch latch is set for winding the bobbin.

Belt is off, or cord is not plugged into wall socket.

Stitch regulator is set for stitch so small that cloth seems to stand still.

Knot of thread in shuttle. (To remedy this, turn the balance wheel in the opposite direction from that for sewing. Look for the knot and try to remove it.)

Changing a Machine Needle. Unlike needles for hand sewing, machine needles are not perfectly round; one side is flat.

- (1) To put a needle into the machine, turn the balance wheel until the needle is raised to its highest point.
- (2) Insert a new needle placing the flat side in the direction shown in the manual for your machine.

Never use a blunt needle. A blunt needle snags cloth just as a splinter snags stockings.

Changing the Stitch Length. Sewing machines have *stitch regulators* which control the length of the stitches. Most regulators are at the right on the machine head and are numbered with the number of stitches to the inch.

Finely woven fabrics require more stitches per inch than heavy, coarse materials. You will need twelve to fifteen stitches per inch if you use cotton materials.

Equipment for Your "Pressing Engagements." At home or at school it helps to have pressing equipment

at hand to speed up your work as you sew. You will need:

- (1) A *well-padded ironing board* of comfortable height with a cover free from lint and sizing.
- (2) A *heat-controlled iron* to set at the proper temperature for different fibres. A steam iron is a great convenience when pressing wool and cloth of man-made or blended fibres.
- (3) *Lintless press cloths*. Firm cotton is used for most fabrics, but a lightweight wool cloth is good for pressing wool.
- (4) A *pan of water with a sponge or small new paint brush*. With this you can dampen your press cloth as you press.
- (5) A *sleeve board*. For pressing and shaping sleeves, collars, facings, cuffs, and children's clothes, it is most useful.
- (6) A *padded pressing mitt or tailor's cushion*. Where a smooth, rounded appearance is desired as in shaping darts, shrinking and pressing sleeve caps and armhole seams, it is a necessity.

When to Press. "June, I don't know why, when you're sewing, you waste so much time at the ironing board!" exclaimed Lynne. "When I get a sewing machine I whiz along and don't stop for anything. I'll give my skirt one big pressing job just before I wear it."

Lynne has not learned one of the basic rules of good dressmaking. *Careful pressing is an important part of each step in the making of a garment. A person who sews well presses the garment as she goes along.*

- (1) If your fabric and pattern are wrinkled, press them before lay-

ing out your pattern on the cloth.

- (2) Always shape each section of your garment by pressing darts, tucks, pleats and other details. A small piece of cloth can be handled more easily than the whole garment.
- (3) Press each seam before crossing it with another. Spread open most plain seams as you press.
- (4) Press folds in hems, facings and pockets to cut down on hand basting.
- (5) A good, final pressing gives a completed garment a finished, well-tailored look, which adds much to its appearance when worn.

Pressing and Ironing. After clothes are washed, they are *ironed* to smooth and dry the material. When *ironing*, slide the iron along in the direction of the lengthwise threads to prevent stretching the garment out of shape. For *pressing*, use an up and down motion and apply very little pressure. Lift the iron; do not push it along the surface. You *press* to remove wrinkles or to set and shape pleats, darts, tucks or seams.

Pressing Material of Various Fibres. If you know the fibre from which the cloth in your garment is made, you can set the heat control on the iron for the proper temperature. For blended fabrics, use the heat needed for the fibre which requires the lowest temperature. When in doubt, try the iron on a scrap of the material or check on an inside seam of a ready-made garment. *To prevent a shiny surface, press on the*



Courtesy of Vogue Sewing Book

22-8. It is efficient to press the fabric to remove fold marks before laying on the pattern. Press with grain of fabric, not diagonally. Iron a wrinkled paper pattern with a cool iron. Pressing after each step in the construction of the garment improves the quality of the finished skirt, blouse, dress, or coat and avoids giving a "homemade" look to the clothes that you make.

wrong side or use a damp press cloth over the right side of the material. A steam iron is useful for pressing as you sew. Tissue paper may be used with a steam iron in places where wool requires pressing from the right side.

Set a hot iron on its own metal rack or stand it on end when it is heating or is hot.

Never leave it heating "just for a minute" while you do something else. You may forget it.

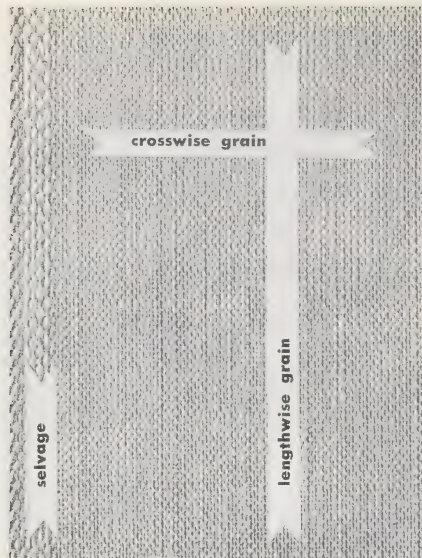
Be sure to unplug the iron after you have used it.

Never wrap the cord around a warm iron when you have finished. The heat will harm the insulation and wear out the cord causing it to short circuit.

PLAY
SAFE

The Big Question. Girls throughout the world are interested in clothes. You will enjoy making something that you can wear. The big question your class must decide is *what* to make. To help you make a wise choice it will be well to consider and answer a few simple questions first. (1) How long is your period for sewing? (2) How much equipment is available for your class? (3) How many students are in the class? (4) What kind of clothes do the girls in your class need? (5) How much experience in sewing have most girls had? (6) What garment can you make most readily *as you learn*?

If your class is large or you have only a single class period for sewing,



Educational Bureau, Coats and Clark, Inc.

22-9. To have your garment look well, you must know about the "grain" of the fabric. The lengthwise grain is composed of the warp threads and runs the length of the material parallel to the selvage. The selvage is the finished edge of the material. Crosswise or filling threads perpendicular to the warp threads form the crosswise grain of a material.

your teacher will have little chance to give individual help. There will be less confusion if everyone makes the same kind of garment and learns to do each step in an orderly fashion. By choosing different materials in a wide range of colours the completed garments will be quite different in appearance.

When most of the girls in a class have never used a sewing machine, it may be wise to make a garment which has only straight seams and hems. You can learn to control the machine and get practice in plain stitching as you make your garment.

You can make rapid progress if you *pin-baste* or *machine baste* (using long machine stitches). Simple directions for such garments are given on pages 351 - 353 so that you can make either one without buying a pattern.

Your class may wish to begin with garments requiring patterns discussed in Chapter 23. This is satisfactory only if you have had experience in using sewing machines. Whatever your class chooses, make *your* garment so carefully that while wearing it you may say proudly, "I made it myself!"

Remember, if you are a steady worker, you may be able to make the garment decided on *and another article* before the class starts a new unit.

Buying Your Material. You will be able to get off to a good start on your first garment if you choose a *cotton* fabric of close, firm weave. It will handle easily, crease well, and have enough body to keep its shape without ravelling. Another guide to suitable materials for your project will be found on the back of each pattern envelope.

Preparing Your Cloth for Cutting. Care must be taken in making any garment to have it cut on the *grain* of the material. The lengthwise threads or yarns form the lengthwise *grain* or *grainline* of the fabric. Patterns refer to it as the *straight of the material*. The crosswise yarns in a fabric make up the crosswise grain. The grain is correct for cutting when the lengthwise yarns form perfect

right angles with the crosswise yarns of the fabric, Figure 22-9. In a finished garment, the crosswise threads run parallel to the floor while the lengthwise threads are perpendicular to the floor. If you wish the garment you make (1) *to fit well*, (2) *to set and hang properly when worn* and (3) *to hold its shape well*, make certain that the pattern pieces are cut on the correct grain. The grain must also be kept true as the pieces are sewn together.

Examine your material carefully and check with Figure 22-9 to be certain that you understand how to make lengthwise and crosswise folds. Find the (1) selvage, (2) the warp, and (3) filling threads. Is there a difference in the wrong and right sides?

It may be necessary to *straighten the ends* of your material. If the cloth has been cut from the bolt, it may be very uneven, that is, the cut edge may not follow the crosswise threads of the fabric. If the material is firm, clip the selvage on the short side and tear a small strip across the cloth to straighten it. Sheer or corded materials will not tear well. These may be made even by picking up a crosswise thread and pulling it gently across the width of the cloth. Then you can cut along the line formed by the drawn thread.

22-11. Some fabrics may be straightened by tearing the material. Pulling the fabric on the bias will return its shape.

Educational Bureau, Coats and Clark, Inc.

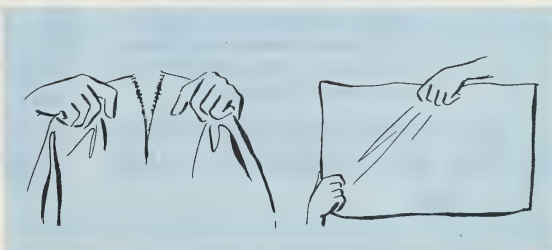


Courtesy of Vogue Sewing Book

22-10. To straighten some fabric ends it is necessary to snip the selvage and pull the crosswise thread. Then cut along the pulled thread from selvage to selvage.

The cloth should be *pulled into shape* if it was stretched when rolled onto the bolt or when handled at the mill. Place the cloth, which has been folded in half lengthwise, on the table. If one corner appears shorter than the other, stretch it as shown in Figure 22-11. Continue to pull on the diagonal, that is, the *bias*, the full length of the cloth until the sides and ends of the fabric meet perfectly.

This pulling treatment may fail to straighten badly off-grain fabrics. Steam pressing as you stretch may help, or you may have to place the fabric in water as directed on the following page under the suggestion for shrinking fabrics.





22-12. Blouse and skirt have been paired because this girl bought extra material matching her dirndl skirt material to use for the blouse collar. Bands of rick rack decorate blouse collar and skirt.

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To Shrink Washable Materials. If your fabric is not marked Sanforized or if the clerk was uncertain that it had been pre-shrunk, you should shrink it at home.

- (1) Fold it in half lengthwise. Baste the ends together with long machine stitches after you have made sure the ends are true.
- (2) Fold carefully to fit in a pan of lukewarm water, and allow it to stand until all layers are wet.
- (3) Press out excess water with your hands on drain board or some other flat surface. Do not twist.
- (4) Place on a sheet or heavy towel to remove moisture.
- (5) Stretch it out flat on a protected table top or other smooth surface to dry.
- (6) Press carefully, smoothing it out gently to keep the top and bottom layers even with threads running at perfect right angles so grain will be true.

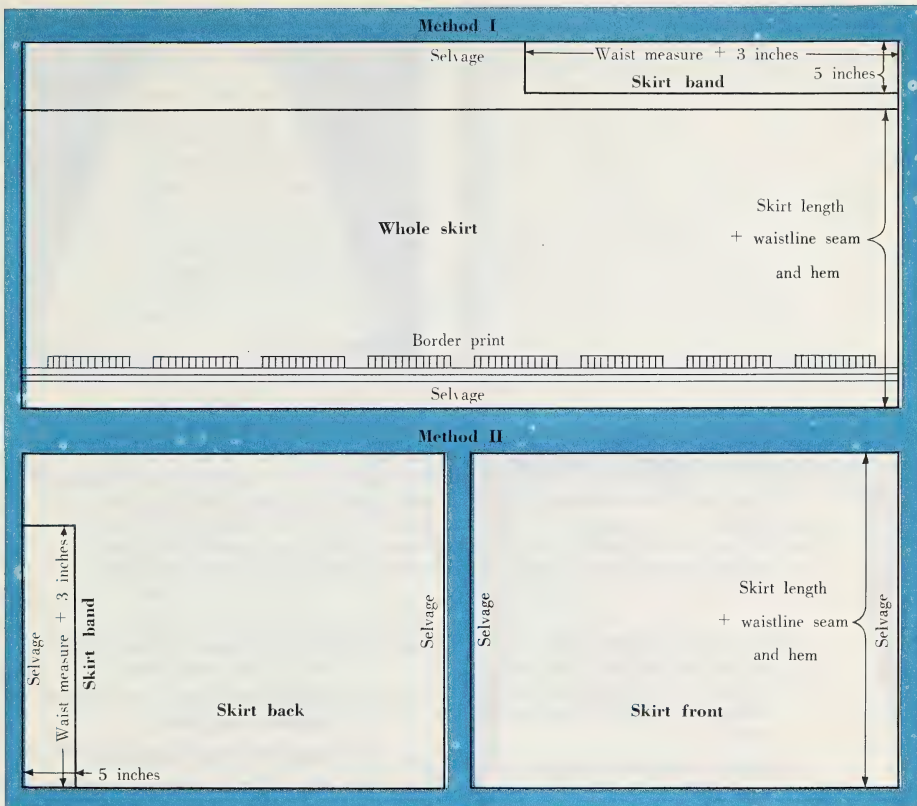
Methods of Making a Dirndl Skirt. There are two methods of making

a dirndl skirt depending upon the type of fabric that you choose.

Method I. This skirt uses one piece of material and requires one seam. The lengthwise threads of the fabric run parallel to the floor.

A border print is most attractive made according to Method I. Plain coloured cottons such as broadcloth, percale, gingham, chambray, or Indian Head may be used. Any printed cotton without a definite up and down design is also suitable. You will need $2\frac{1}{2}$ yards of fabric for the dirndl of usual fullness.

Method II. This skirt has two or more seams since the skirt front and the skirt back are cut separately. Use this method if your fabric has a definite up and down direction to its printed or woven design. Two or more skirt lengths are needed depending upon the width of skirt desired.



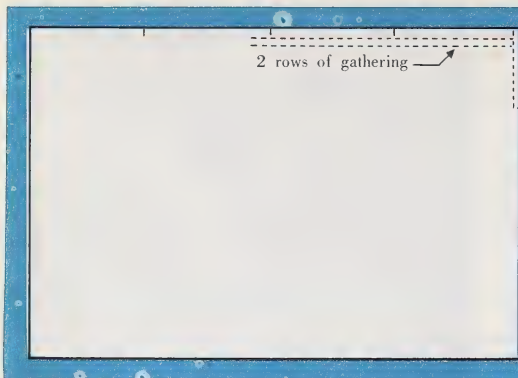
22-13. Method I dirndl layout plan is for plain or bordered materials. On the top right selvage, the skirt band (waist measure plus 3 inches for lap and seams) is planned to be 5 inches wide. The length cut for the skirt depends upon the length you desire plus enough to include waistline seam and bottom hem. For Method II, used for definite up and down designed fabrics, the skirt band is measured on the selvage of the skirt back.

Making Your Dirndl Skirt.

- (1) Pin-baste and stitch side seam or seams. To *pin-baste*, spread out two pieces of cloth on the table. Put pins perpendicular to edge of cloth at each end. Between these pins place additional pins 3 inches apart. If your machine has a hinged foot (walking foot), you can stitch over pins without breaking machine needle. For the usual $\frac{5}{8}$

inch seam, insert the point of each pin $\frac{1}{2}$ inch from the edge of the cloth. Bring it out $\frac{1}{4}$ inch below. Stitch through the centre of the cloth held by the pin. Make sure that you stitch over the portion of pin covered by the cloth. Hitting a bare pin may dull or break the needle.

If the machine does not have a hinged foot, place pins at the seam line parallel to the edge of



22-14. After the seam or seams of the dirndl skirt have been sewn, and the skirt zipper has been applied, the upper edge of the skirt is divided into four parts. Two rows of machine gathering stitches are made on each of the four parts. The waistband is also divided into four parts. Matching and pinning the four markings on skirt and band, pull up the gathering thread on skirt to size of band. Arrange gathers evenly and apply additional pins to hold gathering to band. Baste and complete band as shown on page 368.

the cloth. Remove them one at a time as you stitch the seam. Leave left side seam open $7\frac{5}{8}$ inches for zipper. Press seams open.

- (2) Apply skirt placket zipper (see page 367).
- (3) Divide upper edge of skirt into 4 equal parts. Mark.
- (4) On each part make 2 rows of gathering at $\frac{1}{4}$ inch and $\frac{1}{2}$ inch from top. For machine gathering, lengthen the stitch on your sewing machine (6 stitches to the inch). Make two straight rows of stitching. To gather,

pull the under thread of both rows at the same time.

- (5) Divide band into 4 parts. Mark with chalk or pins.
- (6) Apply waistband (see page 368).
- (7) Make buttonhole on machine and sew on button (page 379) or attach 2 hooks and eyes (page 368).
- (8) Press, try on and mark skirt for hemming (page 369).
- (9) Complete hem as shown on page 369.
- (10) Press carefully or launder before wearing if needed.

Selecting Fabric for an Apron.

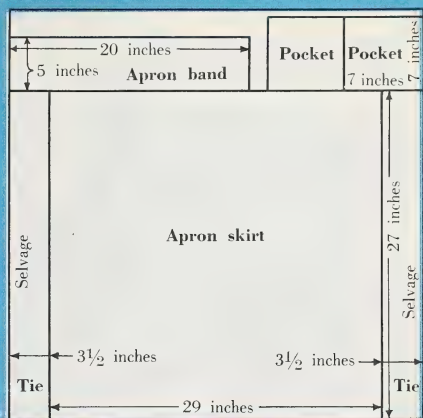
A very simple apron to make has a straight skirt gathered onto a waist band which ties in the back. This apron requires only one yard of plain or printed cotton fabric.

Suitable firm, cotton materials for your apron are: (1) gaily printed

percale or *broadcloth* in small or medium sized figures, or (2) plain-coloured *percale*, *broadcloth*, or *chambray*. An apron has to be washed often so make sure your fabric is pre-shrunk and colour-fast. Buy a spool of matching thread for your machine stitching.

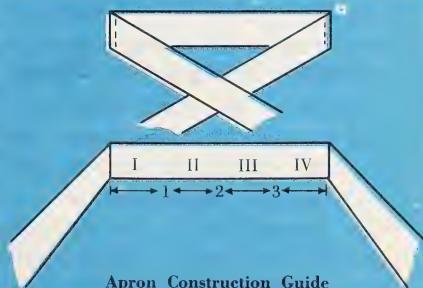
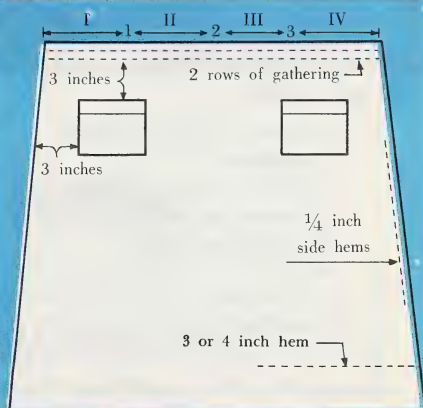
Cutting Out Your Apron.

- (1) Follow the directions for checking your fabric given on page 349. You should have a square of cloth which measures about 1 yard in each direction.
- (2) Lay the material flat on a table and block out with light chalk or pencil marks the measurements given in the diagram to the right.
- (3) *Have your teacher check your layout and follow her advice about cutting or tearing the strips as your fabric requires.*



Making Your Apron.

- (1) Make $\frac{1}{4}$ inch hems in side of apron.
- (2) Make 3 or 4 inch hem at bottom of apron skirt.
- (3) Make $\frac{1}{2}$ inch turn on all sides of pockets. Stitch 1 inch hem at top.
- (4) Pin pockets in place. (See Figure at right.) Stitch.
- (5) Divide top of apron skirt into 4 parts and mark.
- (6) Make 2 rows of machine or hand gathering (at right) at $\frac{1}{4}$ inch and $\frac{1}{2}$ inch from top.
- (7) Make $\frac{1}{4}$ inch folded hem in ties at sides. Make $\frac{1}{2}$ inch hem at one end of each tie.
- (8) Insert ties in folded band and stitch on machine across ends.
- (9) Divide band into 4 parts. Apply to apron matching quarter marks.
- (10) Top-stitch band on right side.



Apron Construction Guide

FOR YOU TO DO

1. Take your turn at the regular oiling time for the sewing machines in the Homemaking Department. Follow chart

in the machine's instruction book.

2. Plan the equipment you need at home to make clothes pressing easy.

Make a pressing mitt or a tailor's cushion if you do not have them.

3. Jane complained, "I can't wear a thimble. I can sew better without one. Anyway, mine is always falling off!" What suggestions can you make to Jane about choosing and using a thimble?

4. Prepare a bulletin board display of skirt and blouse combinations suitable for school wear for the girls in your class. Add fabric samples to show suitable cloth and colours.

5. Get your teacher's approval to act as an assistant to show new girls in the class some things you have learned to do well. These might include some of the following:

- a. How to thread a sewing machine.
- b. How to wind a bobbin.
- c. How to do machine gathering.
- d. How to pin-baste.

6. Make another skirt for yourself or a younger sister.

7. Make a gift apron for your mother.

8. Boys, who like to do machine sewing, may make chef's aprons. Girls may wish to make such aprons for cook-out use to give to their fathers, brothers, or friends.

9. With your teacher's approval, contact your school's Junior Red Cross sponsor to get materials for you and others of your class to make gift articles for your chapter.

10. With others who finish their projects early, plan a school project to make for your department such articles as:

- a. Several pot holders for the school kitchens.
- b. Place mats and napkins for one unit kitchen.
- c. A set of aprons for one unit kitchen.

OTHER BOOKS AND BOOKLETS TO READ

CARSON, *How You Look and Dress* (Second Edition), Chapters 8-13, and 15, McGraw-Hill Co. of Canada.

Iowa Home Economics Association, *Unit Method of Sewing* (Second Edition),

Thomas Allen.

LEWIS, BOWERS, KETTUNEN, *Clothing Construction and Wardrobe Planning*, Construction One (latter part), Brett-Macmillan.



Rocky River High School

More About Clothing

You Can Do It! Each article you make is a stepping stone toward a better understanding of: patterns, the use of the sewing machine, the problems of buying and handling fabrics, and the wise choice of becoming designs for yourself.

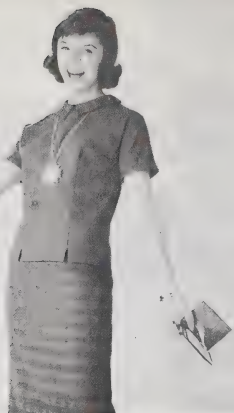
If you've ever taken music lessons, you know that you must practise regularly to retain what you have learned and to gain more skill. Much the same thing is true of sewing. You will repeat some basic steps in each new garment you make. This will help you gain speed and skill in the tasks you repeat. You will find something new to learn, too. Soon you will have enough experience to sew anything you want.

A Blouse for You. Your class may decide to make blouses. You might

select a blouse similar to that in Figure 23-1. One with short sleeves cut in one piece with the blouse front and blouse back is a good choice for your first blouse. Your blouse may have a collar, a pocket, or a tab on which you can embroider your initial or place a decorative pin.

Which Pattern Size Fits You?

Blouse patterns are sold according to *bust measurement*. You do not buy them by your age or the size you wear in ready-made clothes. Patterns from all the well-known pattern companies are sized according to the same standard measurements given in the chart on page 357. To ensure good fit, follow the directions for taking measurements very carefully. Hold the tape measure snugly in place, but do not pull it tight.



23-1. A special finish for the hem gives this blouse a dual purpose. It may be worn as an overblouse or a tuck-in blouse depending upon the current fashion.

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Partners may measure each other for pattern sizes.

(1) Stand up straight to be measured.

(2) Have your partner keep the tape measure straight across your back while you place the measure over the fullest part of your bust. After your teacher has checked the measurement, write the number on your paper. Next take your waist back length from the prominent bone at the back of your neck to your natural waistline. Record the length on your paper after the teacher has checked the measurement.

(3) Change places with your partner and record her measurements in the same way. Have your teacher check all measurements.

(4) Compare your measurements with the table on page 357 to select the pattern size and type you require. Have your teacher check the size you have chosen. Sometimes your measurements fall between two pattern sizes. It is wise then to buy the larger pattern and alter it slightly.

The pattern companies add enough fullness or ease to allow for free movement and good appearance in each design. They add a certain amount for seams also. Most pattern companies allow $\frac{5}{8}$ inch on each edge for seam allowance. *See what allowance for seams is made on your pattern.*

Pattern companies design patterns proportioned to suit different body builds. *Girls'* patterns are suited to small girls who are small-boned. Girls who are tall and well-developed for their age usually find *misses'* or even *women's* patterns best for them. Between these two extremes are patterns scaled to *teens* and *junior miss sizes*. The latter are sized in odd numbers from 9 to 17 for girls who are well-developed but shorter than misses in height. Some companies carry *sub-teen* and *chubby* (Chub-Deb) patterns for hard-to-fit growing girls.

Pointers about Patterns. It is a good plan to buy your pattern before you select your cloth because the

STANDARD MEASUREMENT CHART FOR ALL PATTERNS*

SIZE	9			10			11	12			13	14			15	16			17	18
Pattern Type	JM	G	T	M	JM	G	T	M	JM	G	T	M	JM	T	M	JM	T	M	JM	M
Bust	30½	28	30	31	31½	30	32	32	33	32	34	34	35	36	36	37	38	38	39	40
Waist	23½	24	24	24	24½	25	25	25	25½	26	26	26	27	28	28	28½	29	29	30	31
Hip	32½	30	32	33	33½	32½	34	34	35	35	36	36	37	38	38	39	40	41	42	43
Waist Back Length	15	12¼	14¾	15¾	15¼	13	15	16	15½	13¾	15¼	16¼	15¾	15½	16½	16	16¾	17	17½	18
G—GIRLS; T—TEENS; JM—JUNIOR MISS; M—MISSES																				

* Approved by the Measurement Standard Committee of the Pattern Industry.

pattern envelope has many good suggestions for you. The names of fabrics suitable for the pattern are given as well as a table from which you can figure the number of yards to buy. The diagram on page 358 shows you how to *mark* the chart on your pattern to find the yardage you need. The pattern envelope suggests the binding, zipper, buttons, and other things required to complete your garment.

When buying your pattern, check the one the clerk gives you to be sure you have the right number and size. Compare your measurements with those on the pattern for *patterns cannot be returned. Do not accept a pattern of wrong size.*

The *instruction* or *guide sheet* gives: (1) pictures of the pattern pieces with their names and markings to show which are to be joined together; (2) diagrams, called *layouts*, to show the way pattern pieces

for each view are to be placed on fabrics of different widths; (3) information about the allowance for seams; and (4) step by step descriptions with pictures to show how the garment is put together.

Directions for placing the pattern on the cloth and for putting the pieces of pattern together are given on the pattern pieces. These directions are *printed* in one or more languages on some patterns. Paper patterns may have lines, or round or square holes called *perforations* to show darts, seam lines, and other details. *Check your own pattern and instruction sheet carefully to see what each mark means on your pattern.*

When you are ready to use your pattern:

- (1) Put your name and class period on: (a) the envelope, (b) the instruction sheet, and (c) each piece of the pattern. In case any part of a pattern is misplaced, it can easily be returned to its owner.

PATTERN ENVELOPE*

STANDARD BODY MEASUREMENTS

Sizes	12	14†	16	18
Bust	32	34	36	38 inches
Waist	25	26	28	30 inches
Hip	34	36	38	40 inches
Finished length	43	44	45	45 inches
Width at lower edge	102	104	107	109 inches

FABRIC REQUIRED

Style I with short sleeves

35 inch fabric	3	3½	3¼	3½ yards
39 inch fabric	2¾	3	3½	3¼ yards
54 inch fabric	2	2½	2¼	2¾ yards

Style II with three-quarter sleeves

35 inch fabric	3¾	3¾	3¾	4 yards
39 inch fabric	3½	3½	3¾	3¾ yards
54 inch fabric	2¼	2¾	2½	2¾ yards

FABRIC SUGGESTIONS. Cotton broadcloth, piqué, chambray, shantung or gingham; linen; spun rayon or rayon faille; silk shantung; wool crepe.

SEWING NOTIONS. 2 spools thread; 5 buttons; 10-inch slide fastener; 4 yds. seam binding.

* Adapted from information on various patterns.

† Yardage for Size 14 Short-Sleeve Version 35" fabric.

- (2) Draw a line around the layout you are following.
- (3) If there are pattern pieces for more than one view, put back into the envelope the pieces you will not need for the view you are making. Separate and pin together the smaller pieces of the view you are following.
- (4) When your teacher checks the way the pattern is placed on the material, show her the marked layout.
- (5) When you ask your teacher about any point in making the garment, have the envelope and instruction sheet at hand. By

glancing at these, she can quickly check the style of garment you are making.

- (6) Remove pattern pieces only as you use each part. When you remove your pattern from the cloth, fold each piece neatly and place it in the envelope.

A Pattern Check-up. To be certain you understand the markings on your pattern, make a chart on your paper similar to the one on page 359. Write in directions given on your pattern.

Name of Pattern	Placing Marks		Edges to Be Joined Together	Gathering	Tucks or Pleats	Darts	Seam Allowance	
	On Straight of Fabric	On Fold					Marks	Width

Buying Your Blouse Material. For your blouse, choose a firm, cotton fabric in a colour which is becoming to you. Select a colour which will match or blend with the skirts you have or plan to make. If many of your skirts are plain-coloured, you may decide on a small-figured print for your blouse. Of course, white blouses can be worn with skirts of any colour, so consider carefully what best suits your purpose. Suggestions on pages 304 - 308 will help you select a becoming colour.

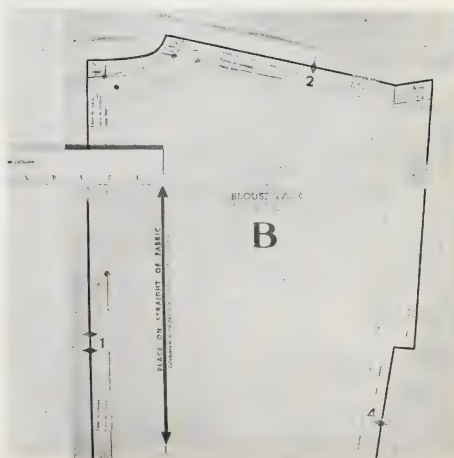
Cotton broadcloth is a good fabric choice for a first blouse, and it can be bought in a wide range of colours. *Chambray* or a finely woven *percale* are other easy-to-sew fabrics which launder well, too. For more information on fabrics see pages 322 - 336.

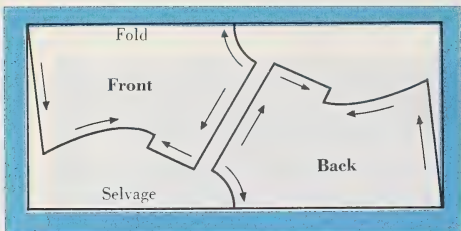
Pinning the Pattern on Your Material. With fabric ends straightened (See page 349) and material pressed smooth, fold your cloth with the wrong side out. Carefully place the pattern pieces according to the pattern layout you are following to make sure you have enough cloth. To save time in cutting, place the pattern pieces on double cloth when possible. In placing and pinning your pattern:

- (1) Place pieces that should be on folds *on folds*.
- (2) See that straight of goods perforations or arrows are kept in line by measuring from the selvage edge (See Figure 23-2).
- (3) Pin the pattern to the fabric without lifting the fabric from the table using only enough pins to keep the pattern flat.
- (4) Place pins first at the outside corners of the pattern. Place extra pins on long stretches perpendicular to pattern edge.
- (5) Place a pin to extend beyond each joining notch to remind you to cut notches *out* into the excess material beyond the pattern's edge.

23-2. The arrow tips at each end on the straight line should be the same distance from the fabric selvage.

Simplicity Pattern Company, Inc.





23-3. Cutting Guide for Blouse.

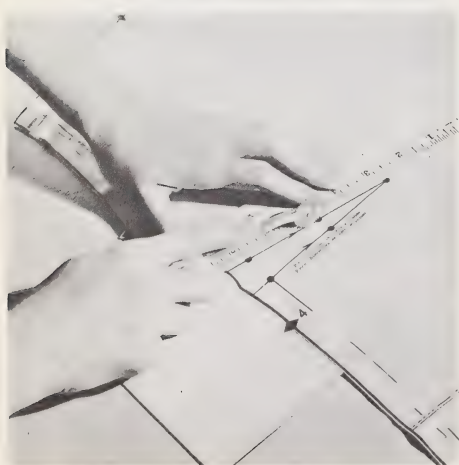
Show your teacher the layout plan you are using and have her approval of your pattern placement *before* you start to cut.

Cutting Out Your Blouse. To avoid stretching your material out of shape as you cut, follow the direction of the arrows (Figure 23-3).

Using sharp shears cut with long, firm strokes without lifting the material from the table. That gives a smooth, even line without jagged edges. Cut around the pins placed through the notches so the notches extend away from the pattern. Leave the pattern pieces pinned to the fabric for marking the position of darts, tucks, and other details.

23-4. Use a ruler to ensure a straight line when using a tracing wheel and tracing paper to mark the wrong side of the cloth.

Simplicity Pattern Company, Inc.



Marking Your Material. Now mark the darts, tucks, and other details on the blouse parts. For marking, you may use tailor's tacks (small stitches through both thicknesses of material), tailor's chalk, pins, and chalked thread. Dressmaker's tracing paper provides a quick way of marking both sides of a garment at one time. It comes in several colours. Use it only on the wrong side of fabrics, and press lightly with the tracing wheel so the marks will not be too heavy and wash out easily.

To mark with dressmaker's tracing paper:

- (1) Have the right sides of your material *folded in* so the wrong side is next to the pattern.
- (2) Unpin a part of the pattern to be marked, and place under it a piece of tracing paper with the waxed side against the wrong side of the cloth.
- (3) Place a second tracing paper strip on the table with the waxed side against the material.
- (4) Pin the pattern in place again slipping an old magazine under your cloth to prevent marring the table with the tracing wheel.
- (5) With a ruler as a guide, roll the tracing wheel lightly over the pattern lines. You can use a dull knife or a nail file if you haven't a tracing wheel.
- (6) Continue marking until all the needed details of your pattern have been marked on the wrong side of the material. You can mark the centre front of the blouse by making a tiny $\frac{1}{4}$ inch clip in the fold at the neck and hem edges, or by making a line of basting stitches on the fold before removing the pattern.

Putting Your Blouse Together.

Your instruction or guide sheet gives step by step directions for making your blouse. As your teacher demonstrates each new step, pay close attention and ask any questions you may have. If cloth samplers of the darts, neckline finishes, and other processes are displayed on the bulletin board or placed in the file where you may refer to them, you should have little trouble. Try to study things out for yourself. Then check with your teacher to be sure that you are right.

Remove the pattern from a single piece of the blouse at one time. Leave the other parts folded neatly in your box or tote drawer. This will prevent wrinkling and stretching your fabric by much handling. Try to keep your cloth fresh and clean. *Complete all the sewing you can on each piece before you join another to it.*

Some Helpful Suggestions. After you remove a piece of pattern from your material, sew a line of machine stitching through a single thickness of cloth on all slanting or curved (bias) edges. Figure 23-5. This is known as *stay-stitching* or *staylining*. It keeps the edges from stretching and throwing off the grain of your cloth. You stitch within the seam allowance $\frac{1}{8}$ inch from the regular seam line. If your pattern allows $\frac{5}{8}$ inch for seams, make the stay-stitching $\frac{1}{2}$ inch from the cut edge. To keep the line straight, you may attach the machine's *seam gauge* (Figure 22-7), setting it for the desired



Simplicity Pattern Company, Inc.

23-5. Arrows indicate the direction for stay-line or seam line stitching on blouse front, blouse back, and front and back facings.

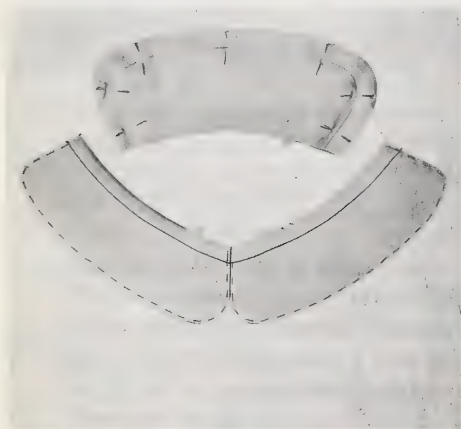
width. A piece of adhesive tape placed the correct distance from the needle hole will serve as a guide if you do not have a seam gauge. Stitch in the same direction as you cut in Figure 23-3. Stay-stitching usually begins at the wide part and continues to the narrow part of each piece so that it smoothes the raw edge instead of ravelling it. The tension of the stitch must be regulated carefully to prevent puckers in your cloth. Stitch sheer materials over strips of tissue paper to keep the cloth smooth under the presser foot.

Taper your darts carefully so there is no bunching or bulk at the points. (See Figure 23-5.) A hinged foot (walking foot) allows you to sew over pins without breaking your needle.

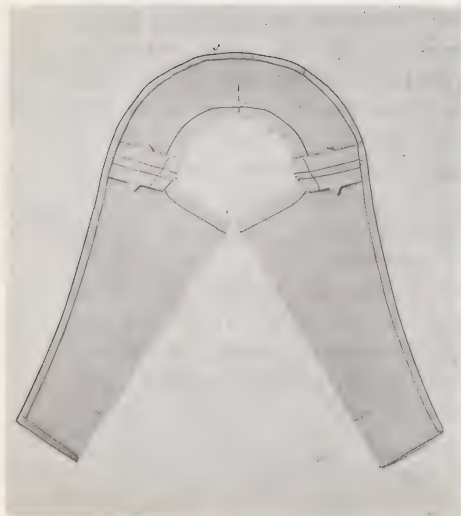


23-6. Sew darts in blouse front. Join centre back seams up to the opening. Machine stitch and press seam open. Join shoulder seams. Press open. Turn under the raw edges of sleeves, and hem of blouse front and back; press, then machine stitch.

Courtesy, Simplicity Pattern Company, Inc.



23-7. Prepare Peter Pan collar. Pin collar and facing for collar right sides together. Stitch on seam line if machine has hinged foot. If not, baste on seam line; remove pins and machine stitch. Trim seam or cut wedges. Clip around curves. Turn collar right side out and press collar edges so that seam does not show on the outside. Baste. Adjust collar fronts to keep collar centred and curves even. Stay-stitch neck edge of collar. Clip and pin to blouse neck.



23-8. Stitch front and back facings together at each shoulder seam. Trim and press seams open. Stay-stitch $\frac{1}{4}$ inch around facing edge. Press under raw edges next to stay-stitching, and edge stitch. Pin facing to collar and blouse — right sides together. Baste. Stitch along seam line. Trim seam allowances and clip. Stitch seam allowance to facing at neck edge to hold facing in place (understitch). Tack facing to shoulder seams.

Press each piece before joining it to another piece. Darts should be pressed over a curved surface to shape them. Vertical darts are pressed toward the centre front or centre back. Under-arm darts are pressed downward. Seams are usually pressed open. For pressing suggestions turn to pages 345-347.

To give proper ease across the back of a garment, the back shoulder usually is cut a little longer than the front shoulder. With the back or full side up toward you, match the notches and pin carefully. Ease in the fullness between the pins. *Stitch the seam from neck to armhole.* (Figure 23-5.)

Fitting Your Blouse. Before applying the neckline finish, try on your blouse. Pin in the right under-arm seam from the wrong side. Put on the blouse *right side out*. Have your partner pin in the left under-arm seam and close the neck opening at the back. Make sure that: (1) the darts or tucks are the right size and length; (2) that the neckline is deep or small enough for you; (3) that the armhole is comfortable; and (4) that the under-arm seam as pinned allows proper ease at bust and hips. *If any changes must be made, have your teacher check them with you.* Mark the changes with a row of pins. To avoid pulling your cloth as you remove the blouse, your partner can take out the pins on one side seam.

Finishing Your Blouse. It will be easier to complete the neckline before closing the side seams. Remember that the final touches make a

great difference in the appearance of your blouse. *If your blouse has a collar*, avoid a slipshod look by trimming and notching the curved seams or points before turning them to the right side. Press carefully or baste the edge of the collar to make sure that the facing does not show. *Centre the collar* neatly to the centre front neckline of the blouse. Stay-stitch the two parts of the collar together at neck edge. *An off-centre collar is the mark of a careless seamstress!*

The raw edges of the neck facing, sleeve and bottom hems will turn easily on your line of stay-stitching if you press them to the wrong side. Edge stitch them on the machine close to the fold for a neat, smooth finish.

A buttonhole loop with a button or a hook can be used to fasten the neck of the blouse.

Give your blouse a careful, final pressing and wear it proudly.

Which Skirt for You? "Did you choose to make a gored skirt, Peg?" asked Marge as she met her friend leaving a store's pattern department. "Yes, that's what I've decided is best for me," replied Peggy. "I need a skirt with some fullness but without the bulk of pleats. Besides, I'm rather new at such things, and these four plain seams will give me some more experience in straight stitching."

Peggy was wise in her choice of a pattern. Your body build, your experience, the occasions for which you need a new skirt, as well as the



Handmacher-Vogel, Inc.

23-9. A gored skirt is more attractive than a straight skirt for many girls. Soft pleats on the gored suit skirt give more walking comfort.

current fashion are points you must remember when you select a pattern.

A gored skirt; a skirt with a single kick pleat; or a skirt with an unpressed pleat in front or back (or both in front and back) are simple enough and suitable for school wear. Which type of skirt looks best on you? Study the pattern books and get your teacher's approval of your choice.

Skirt Measurements. You will need to take *two measurements* to determine which skirt pattern size to buy—*your waist* and *your hip* measurements. Locate your waistline by placing your first finger and thumb of both hands at either side of your body just above the hip bone and below the ribs. At this place, have

your partner put the tape measure around you as you slip down the band of the skirt you are wearing. Let her fit the tape snugly but not so tightly that you have to hold your breath! You should be able to slip two fingers easily under the tape.

To take the *hip measurement* accurately, tie one tape around you like a belt. Have your partner measure down 7 inches from the waistline tape, mark the point with a pin and place the second tape measure around your hips at this point. Make sure the tape lies flat and is parallel to the floor. *Hip measurements for commercial patterns are taken seven inches below the waist.*

Check your measurements with those of the pattern before you buy. *If your measurements differ from the pattern sizes for hip and waist:* (1) buy a straight skirt pattern according to the hip measurement, (2) buy a full skirt pattern according to the waist measurement.

The waist can be fitted by changing the size and number of darts. It is difficult to alter the hip measurement without changing the lines of the skirt.

Consult the table on the back of your pattern envelope for suggestions on suitable materials, amount of fabric to buy, and findings such as seam binding or zipper that you will need.

Selecting the Skirt Fabric. If the making of an apron or simple blouse is your only experience in sewing, you should choose an easy-to-handle cotton. Indian Head, broadcloth,

chambray, cotton tweed, polished cotton, piqué or percale will be easy to manage. A more experienced person may choose wool, or a wool blend, wool and Orlon for example, corduroy, spun rayon, or rayon faille. Perhaps your homemaking department has swatches (samples) of these fabrics which you may examine closely. Your teacher can help you judge whether the pattern and material are suited to each other and within the range of your ability. Remember to find out before you buy the cloth whether it is pre-shrunk, washable and colour-fast. (Page 350.)

When buying *wool cloth* inquire about the width (it is usually 54 inches or more wide) and whether it has been specially treated to make it *washable* and *shrinkproof*. If not treated for shrinkage, wool cloth may be shrunk or sponged at a department store, tailor's shop, or at home.

To Sponge Wool Cloth:

(1) Straighten the ends of cloth if necessary, page 349.

(2) Spread a dampened sheet, folded in half lengthwise, on a long table or floor protected by papers.

(3) Place wool cloth, folded lengthwise (right side in), on top of sheet. Make sure there are *no wrinkles*.

(4) From one end fold sheet and wool cloth loosely but carefully. Cover with towel.

(5) Allow to remain several hours or overnight.

(6) Remove wet sheet and allow fabric to dry over top bar of clothes

rack, ironing board or shower-curtain rod, or on a flat surface.

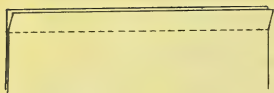
(7) Steam press on *wrong side*, or press with regular iron on *right side* (fabric protected with press cloth). Be sure to press with the grain of cloth and keep the cloth straight.

Preparation for Making Your Skirt.

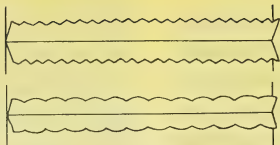
The beginning steps are similar to those you followed when you started your blouse. Review pages 348 - 349; prepare material as suggested.

Testing Your Pattern. An extra check may be made on your pattern's size by pinning in the darts, pleats, and tucks, and pinning the paper pieces together on the seam allowance as shown by the notches on your pattern. Thus you have a paper copy of *one-half* of your skirt. Place the centre front at the centre front of your body and the centre back at *your* centre back. Check to make sure the side seam hangs true. Note alterations which are needed in the skirt's width and length and whether the darts are of the proper length and located becomingly. Is the mark for the pleat's length suited to your body build? If changes need to be made on your pattern, check the pattern guide sheet for diagrams of common ways of altering patterns.

Cutting Out Your Skirt. Choose the pattern layout on your guide sheet for your size and the material's width. *Follow the layout carefully.* Observe straight-of-goods marks, required folds, and pin as directed on page 359. *Secure your teacher's approval before you cut.*

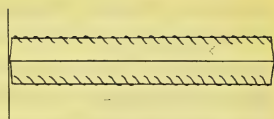


Plain seam Easiest to make and most-frequently used. The right sides of the material are placed together with edges meeting and stitched by machine or by hand. A plain seam is usually pressed open and the raw edges finished according to the type of fabric used.



Plain seam with pinked edges

If the fabric is firmly woven so that the edges will not ravel, pinking shears may be used to give a saw-toothed or scallop finish to the seam.



Plain seam with single edges overcast by hand

Press seam open. Make stitches about $\frac{1}{8}$ inch deep and $\frac{1}{4}$ inch apart. Do not pull thread tight. Use on fabrics that do not fray badly.

Courtesy of Vogue Sewing Book

23-10. Plain Seams and Finishes for the Seam Edges.

Marking Your Skirt. Before removing the paper pattern, mark all details such as *darts*, *pleats*, *pocket position*, and *placket length*. In marking, follow one of the suggestions given on page 360. If the skirt does not have centre front and back seams, use a line of basting on the fold to mark the centre front and back.

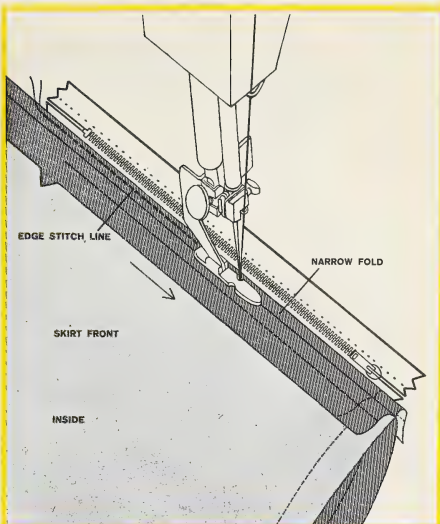
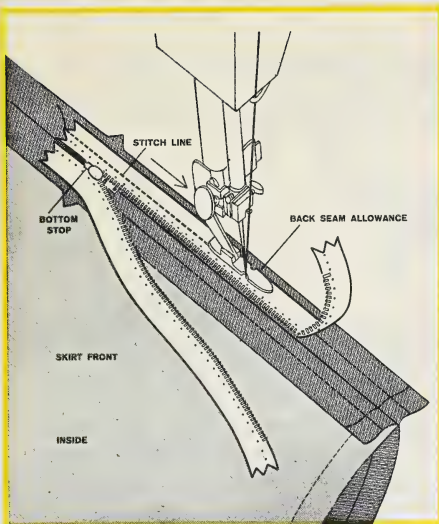
Putting Your Skirt Together. Follow your pattern's instruction sheet carefully. Remove the pattern from one piece of cloth at a time, as you are ready to sew it. Make the stay-stitching and darts (as shown on page 361) on each piece before you join another to it. Complete the centre seams and pleats on the skirt front, then on the skirt back before joining the side seams. Carefully press darts, pleats, and seams.

Fitting Your Skirt. Place pins on the seam line or baste stitch (from hem to top) matching the notches and leaving the left side open from the placket marking to allow for the

zipper. Turn the skirt right side out. Remove the skirt you are wearing, and fit the one you are making directly over your slip. Have your partner close the placket opening with pins. Check the fit of your skirt at waist and hip line. Does it allow enough ease for comfort and for the proper appearance of this type of skirt? Are pleats stitched the right length for you? Do the pleats and side seams hang straight?

Have your teacher check the alterations that you and your partner have agreed are necessary. Pin or baste in the needed changes and stitch seams on machine. Finish seams with pinking shears (see above). If material ravel easily, a line of machine stitching just inside the pinked edge is satisfactory for many washable materials. You may use over-casting stitch (see above) on edges after pressing the seams open.

Zippers Are Easy! Slide fasteners are no trouble to apply if you follow the steps shown on the opposite page.

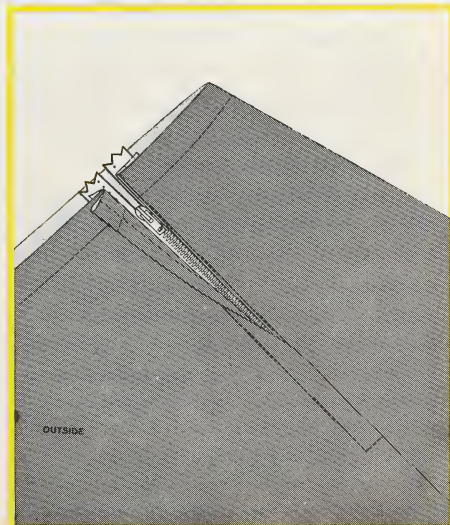
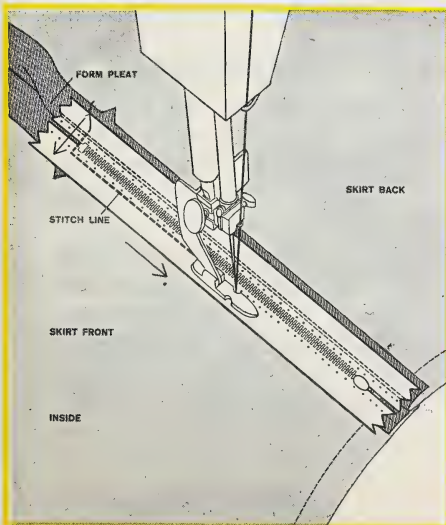


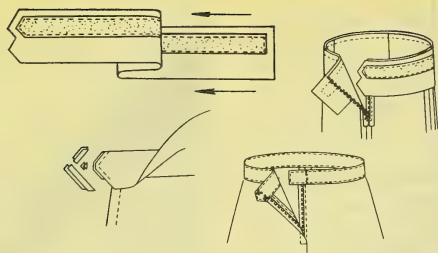
In co-operation with Talon Educational Service

23-11. The length of the zipper opening equals the length of the zipper plus the waistline seam allowance. Stay-stitch $\frac{3}{8}$ inch from seam allowance. Baste seamline with long machine stitch. Press open. Pin-baste and stitch centred zipper to back seam allowance using zipper foot. Close zipper. Turn face-up. Edge-stitch on fold.

23-12. Spread zipper face-down. Sewing from the wrong side, stitch across lower end and up front along zipper edge. Press placket on right and wrong side of the material. Remove the basting threads. Press the zipper placket again if necessary. Apply waistband to the skirt.

In co-operation with Talon Educational Service





Waistband on skirt

Cut interfacing piece one-half as wide as waistband, and the same length. Baste interfacing to the wrong side of one-half of the waistband. If the skirt is to be laundered frequently, stitch the interfacing to the band along the four sides. If not, catch-stitch the interfacing in place. Pin the right side of the band to the wrong side of the garment, matching pattern markings. Stitch along seam line. Press seam toward the band. Fold band in half,

lengthwise, right sides together. Stitch the ends together. Trim the seam allowance. Turn band to right side. To hold band in place, baste along folded edge. Turn under loose edge of band. Baste to skirt so it covers line of stitching at waistline. Press and top stitch. The top-stitching may be continued along the other edges of the band. Lap waistband ends. Sew on hooks and eyes. A waistband should lap from front to back.

Courtesy of Vogue Sewing Book

23-13. Method of Applying Waistband to Skirt.

As you sew in zippers, check these points:

(1) Leave $\frac{5}{8}$ " (or your pattern's seam allowance) above the top of the zipper to attach the waistband.

(2) Make sure your first stitching is through the *back seam allowance and zipper tape only*.

(3) Make a square corner at the lower edge of the zipper by raising

the presser foot and, with *needle through the cloth*, turn the garment.

(4) At the top of the zipper, make the stitching line a bit wider to fit around the zipper pull.

Attaching the Skirt Band. If the band requires extra stiffness, sew a strip of pre-shrunk muslin or other interfacing half as wide as the skirt band to the wrong side of the band

A—Snaps

Mark position for snap accurately so the socket is opposite the ball, and the exact lap of garment is maintained. Place socket part on the underside of the closing, ball part on the overlap. Sew over and over in each hole, carrying thread under snap as you move from one to the other. Fasten thread securely. Do not let stitches show on right side of garment.

B—Hooks and eyes

Mark position carefully. Spread hook a bit before sewing on. A straight eye should be used if edges overlap, a round eye if they meet. When sewing on a straight eye, place hook slightly back from edge, and the eye exactly opposite hook. Sew over and over through rings. Hold hook end in place with several stitches placed under hook. When using a round eye, extend eye slightly beyond edge. A thread loop can be used in place of a metal eye.

Fastenings

A—Snaps



B—Hooks and eyes



Courtesy of Vogue Sewing Book

facing. Stitch on the machine at the edge near the regular seam allowance and again just below the centre of the band.

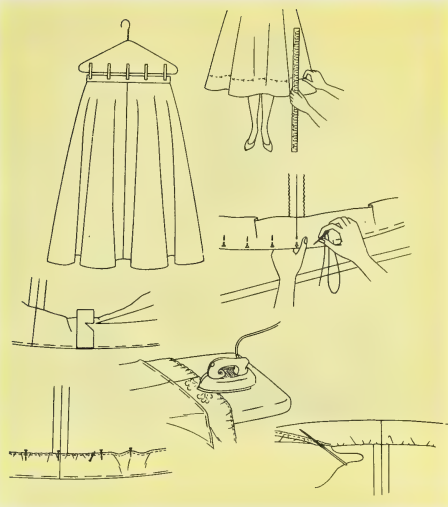
Ribbon may be used to stiffen the skirt band. Apply it as interfacing, page 368. Follow the simple steps for attaching a skirt band as given on page 368.

Band Closing. With your teacher's help use the buttonhole attachment to make a buttonhole in the skirt band. Sew on a button as shown on page 379. If you prefer, sew on hooks and eyes, page 368, instead of using a buttonhole and button closing.

Hemming Your Skirt. Press the skirt well, and try it on for your partner to mark (or "hang") the hem. Full, circular or bias-cut skirts should be allowed to hang on a hanger overnight or longer to allow for normal stretching or settling so that the skirt will not sag or grow longer in spots after it is hemmed. When someone is marking your skirt hemline, be sure to stand erect with arms at your sides and look straight ahead. If you keep your head down, the skirt will drop in front and not be marked accurately. Use a regular yard stick with a rubber band at the number of inches from the floor you wish the skirt to hang, or use a skirt marker.

After you have slipped the skirt off, lay it out on the table so that you can turn up the lower edge on the row of pins and baste it quickly before any of the marking pins are lost.

With a small ruler or a gauge of the desired size, measure the width



Courtesy of Vogue Sewing Book

23-14. Photographed are the steps from hanging the skirt (top left) to hand sewing stitches (lower right) in hemming a full cotton or rayon skirt.

you want for your hem and mark with chalk every three or four inches. Cotton skirts often have *three inch hems* while *heavier materials* or very *circular skirts* may have only *one inch hems* or less.

Hem Finishes. Many cotton and rayon skirts have the raw edge finished with a single turn which is machine stitched before hand sewing it to the skirt. If such a hem is to be used, trim away the extra material $\frac{1}{2}$ inch above the chalk marks to allow for turning under the raw edge. Turn under the $\frac{1}{2}$ inch and machine stitch close to the fold.

Wool, corduroy, and similar heavy materials usually have ribbon-like *seam binding* applied to cover the raw edge and make a finish which



Courtesy McCall Printed Patterns

23-15. A smart blouse with raglan sleeves, bound buttonholes, and three-quarter length sleeves is a good choice for more sewing experience.

lies flat and looks smooth when pressed. For this finish, pin rayon or silk seam binding along the chalk marks on the hem. Baste it in place by catching only the hem edge to the binding. Trim the skirt edge even allowing about $\frac{3}{8}$ inch seam which will not show above binding.

If the skirt is quite full, small tucks may be made or a gathering thread of *running stitches* or long machine stitches used to pull up the excess. This can be shrunk out over the ironing board with a damp cloth before basting on the seam binding. Catching only the hem and seam binding, sew close to the lower edge of the binding by machine.

The upper edge is attached to the skirt by various hand stitches. Choose the type of hem stitch that is best suited to your skirt material. Some schools have blind-stitch attachments for their sewing machines that make

stitches which show very little on the right side. This finish may be suitable for some cotton fabrics when a speedy finish is desirable.

Press the hem carefully and give the completed skirt a thorough final pressing. Wear it with an attractive blouse of suitable colour, and model it proudly before your classmates or at your school's annual fashion show.

PLAYSAFE

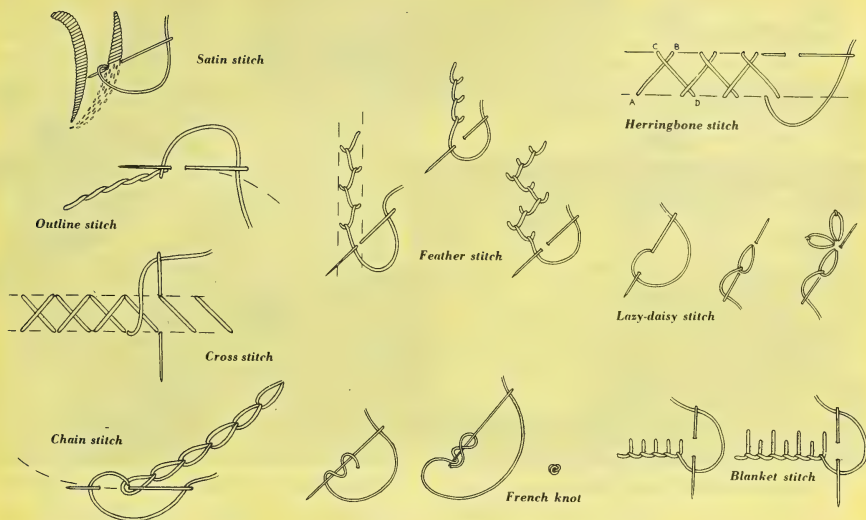
If you break a needle while machine or hand sewing, be sure to find both parts and pin them into a paper or cloth before putting them in the waste basket. Never use a padded chair arm as a pin-cushion. You may forget to remove pins or needles and cause a painful accident to someone.

Your Next Project. Separates are very popular with teen-agers. Since they can be mixed to create many combinations, they stretch one's wardrobe. Girls who complete their work ahead of their classmates, or classes with time to do so, may make extra skirts or blouses to gain more experience before starting on dresses.

A tailored blouse with short, long, or three-quarter length sleeves is a good choice to make in clothing class. The blouse pictured in Figure 23-15 may be a suitable style. You may gain experience in setting-in sleeves, making buttonholes and applying collars depending on the pattern.

Other girls may wish to make gifts. On many gifts a touch of embroidery adds a dainty bit of decoration. In Figure 23-16 are four basic types and variations of embroidery stitches.

Embroidery



Courtesy of Vogue Sewing Book

23-16. The four basic types of embroidery stitches are: flat, linked, looped, and knotted. Note position of the needle in making each stitch.

FOR YOU TO DO

1. In current magazines read about and report to the class recent fabric finishes which make cotton a satisfactory fibre for school clothes. Check the *Reader's Guide* in your school library for suggested references.

2. Each class member find pictures of separates (skirts, blouses, sweaters, jackets) from magazines and newspapers. Choose separates which may be

mixed for variety and economy in one's wardrobe. The picture may be used for a bulletin board display.

3. Find examples of blouse and skirt combinations suitable for (1) active sports, (2) school, (3) date wear, and (4) formal occasions.

4. Prepare a bulletin board display of suitable hem finishes for various kinds of fabrics.

OTHER BOOKS AND BOOKLETS TO READ

BISHOP and ARCH, *The Bishop Method of Clothing Construction*, Longmans, Green.

Iowa State Home Economics Associ-

ation, *Unit Method of Sewing* (Second Edition), Thomas Allen.

OMEN, *New Clothing Construction Methods*, J. C. Penney Co., Inc., N.Y.

Chapter 24



Courtesy of Vogue Sewing Book

Practice Makes Perfect

Beautiful and Budget-wise. "Have you seen the store windows along Main Street this week?" exclaimed Elizabeth as she met some of her friends on the bus. "They've some of the best looking fabrics I've ever seen. It's going to be hard to select one; there are so many I like. One store has a display of plain colours that fills a whole window. They're arranged like a colour wheel. Come and help me decide, won't you? Perhaps you'll each want some, too, when you see what beautiful dresses they've made for the salesgirls to model."

Girls who make clothes for themselves have the advantage of a wider choice of fabrics and colours than is possible when selecting from ready-made assortments. With planning

and some practice you, too, can make clothes which will fit your figure and suit your personality.

The construction of a dress won't cause you any trouble if you've made a separate blouse and skirt. You can make the blouse of the dress as one unit and the skirt as another unit. Then by combining the two, all you do is make a waistline seam, and you have a dress. It's almost as easy as it sounds!

Choose a Dress Pattern that Will Flatter You! You will want an attractive style which is *right* for you. Keep in mind your special figure characteristics and the lines becoming to your *body build*. Check through fashion booklets and pattern leaflets for a design which suits you. Is the *neckline* becoming to you?

Will the design *add* or *subtract weight*? Will you appear *taller* or *shorter* in that dress style? Is the design suitable for one of your experience? Is it the kind of dress that you really need?

Shirtmaker or softly tailored dresses are always in style. Choose a design with set-in sleeves and buttonholes if you've never had these sewing experiences. Learn as much as you can while helpful instruction is available.

The Size of Your Pattern. It's wise to check your measurements again. Probably you've been reminded often in recent months that you're "growing like a weed." Choose your *dress pattern* size as suggested on page 357 by checking both hip and bust measurements. Even when your hip measurement is larger than the corresponding hip measurement on the pattern, *select the pattern nearest your bust size*. You can increase the skirt size more easily than you can decrease the blouse size.

Working with your partner, take the following measurements:

- (1) Bust — Take measurement over fullest part.
- (2) Waist—Measurement at natural waistline.
- (3) Hip (7 inches below the waist).
- (4) Waist length — Figures vary widely in waist length. Some of you are short-waisted while others are long-waisted. Be sure that the pattern's waistline will come at *your own waistline*.
 - (a) Waist back from base of neck to waistline.
 - (b) Waist front from shoulder seam at point $1\frac{1}{2}$ inches from neckline

down over the bust to the waistline.

- (5) *Shoulder seam length*—from the base of the neck to the end of the shoulder where the sleeve is attached.
- (6) *Skirt length*—front and back.
Back and front skirt lengths from waist to floor. Subtract the number of inches you wear your skirt from the floor.
- (7) *Sleeve length* over bent elbow. This is needed only when a three-quarter length or long-sleeved dress is made. Your teacher will demonstrate it if you need this measurement.

24-1. Beside the bust, waist and hips, measure waist length, shoulder seam length, skirt length, and sleeve length before buying pattern.

Courtesy of Vogue Sewing Book



When you shop for your dress pattern, have with you a record of your bust, waist, and hip measures as well as the finished length to compare with the pattern measurements.

Select a Suitable Fabric. Cotton fabric of a firm weave is a good selection for your first dress. Cottons are worn in all seasons because of the wide range of weights, weaves, and textures which have been developed. You can find a suitable type for any season of the year. Most cottons are washable, but it is well to check with the salesperson to make sure that the cloth you buy is colour-fast and Sanforized (page 324). If it is not pre-shrunk, shrink the fabric.

Girls with more experience may make dresses of rayon or other man-

24-2. Before putting in waistline seam and zipper, baste blouse to skirt and try on dress to find if any alterations are needed.

Courtesy of Vogue Sewing Book



made fibres, wool, or silk. Secure your teacher's approval of your fabric before you buy. It is very discouraging to work with fabrics which ravel easily or are too flimsy for the style of the garment you've selected.

Colour Choice. From your list of becoming colours (obtained by trying them on before your class, page 309), choose one for your dress. Be sure that the colour will harmonize with clothes with which it will be worn. Avoid large checks, broad stripes or bold plaids which present difficult matching problems, if this is the first dress you have made.

Before You Cut. Unless experience has shown you that a certain make and size of pattern fits you in every way, it is well to make two checks on your pattern before you cut. (1) With your tape measure on your pattern, check the shoulder, waist and skirt lengths (within the seams) and compare them with *your own* measurements. (2) To check the placement and length of sleeves, darts, pleats and yokes, *pin the pattern pieces together and try on*. Make any pattern alterations that your teacher suggests.

To lengthen a pattern, cut the pattern on the printed alteration line. Spread pattern apart on paper. Measure the amount of length necessary. Pin pattern to paper.

To shorten a pattern to fit you, crease the pattern on the printed alteration line. Pin tuck for amount to shorten.

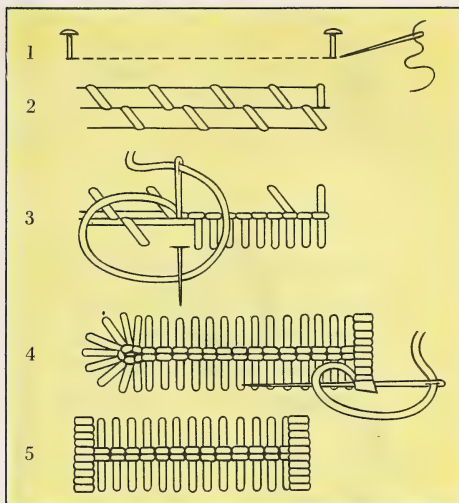
Review the section, pages 359 to 365, and follow the suggestions given

about the first steps in cutting and marking your fabric.

Making Your Dress. Study your pattern's guide sheet carefully, and you will be able to understand your teacher's demonstrations of new steps. She may demonstrate the method using hand basting. In that case, you will baste the entire garment before the first fitting. However, if you use the pin-basting method, you may begin with either the skirt or the blouse of your pattern and complete one as a unit before starting on the other section. Follow the usual steps for *stay-stitching*, and for making *darts* and *seams* in both skirt and blouse sections that you have used in previous garments.

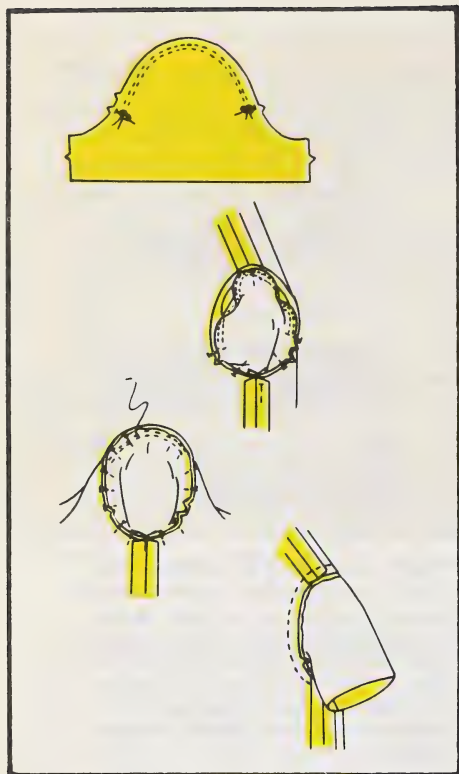
Before applying the neck finish, try on the blouse of your dress to check: (1) neckline. It should "hug" the base of the neck without fitting too closely. Outline a new neckline with pins if the present one is too high. (2) *The shoulder seam length and armhole size* should be noted. Pin a new shoulder line and change under-arm seam if it should be required. (3) The *waistline* should be compared with your normal waistline. Note any variations with pins. Get your teacher's approval of the changes you consider necessary.

- (1) Buttonholes — If *bound* buttonholes are used on your dress, make them before completing the collar and facings (page 362). If *hand worked* or *machine-made* buttonholes are wished, finish neckline first.



24-3. In making a worked buttonhole, mark position on cloth with thread (1). Overcast the depth of buttonhole after cutting (2). Make buttonhole stitch from right to left (3). The bar (4) and (5) is made by covering two long stitches at the end of the buttonhole with small crosswise stitches.

- (2) Collars — For a *convertible collar* follow instructions on the pattern sheet. A *Peter Pan Collar* is applied in the manner pictured on page 362. See page 376 for cutting a bias strip.
- (3) Sleeves—For *dolman* or *raglan* sleeves (page 370) follow the directions given on your pattern's instruction sheet. Suggestions for a *smooth cap set-in sleeve* are as follows:
 - (a) As you stay-stitch the upper curve of your sleeve, lengthen the stitch between the notches. Make another row of stitching $\frac{1}{8}$ inch below the first row.



Courtesy of Vogue Sewing Book

Clip the bobbin threads at one notch. Then pull two threads to gather the sleeve between the notches.

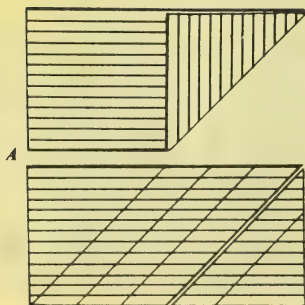
- (b) Stitch the sleeve seam with a regular seam allowance and finish by pinking. Finish

sleeve bottom with a cuff, facing or hem.

- (c) Slip the sleeve into the proper armhole of your dress and pull up the gathering threads to fit the armhole. Wind the thread over a pin to fasten it.
- (d) Remove the sleeve and place it over the small end of a sleeve board to shrink out the fullness with an iron and a damp cloth.
- (e) Keeping the sleeve right side out, slip it into the armhole of your dress, matching the seams and notches carefully.
- (f) Ease in the fullness so there will be an even amount across the top or cap of the sleeve. Pin often (with pins perpendicular to the seam's edge). Baste-stitch on machine.
- (g) When both sleeves are in, slip on the blouse and check the following points: 1—crosswise threads should run parallel to the floor; 2—sleeves do not bind or appear too loose; 3—no puckers or gathers appear in the sleeve caps; and 4—armhole seams are smooth and even.
- (h) When approved by your teacher, stitch the armhole seam from the sleeve side between the 2 rows of gathering. *Overlap the stitching one inch at the underarm seam.* To finish the edges of the armhole seam, you may stitch on the

24-4. Cutting a Bias (Diagonal) Strip.

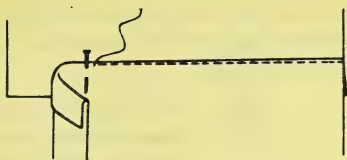
Courtesy of Vogue Sewing Book



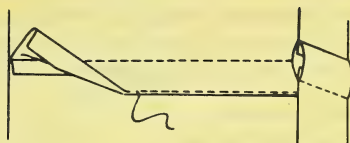
A strip of fabric (either single- or double-fold) cut on the true bias may be used in a number of ways to finish raw edges and to trim a garment. You may either buy them or make them at home.

A—To cut a bias strip

Fold fabric so that crosswise threads are parallel to selvage or lengthwise threads. The diagonal formed is the true bias of the fabric. Cut along fold.



Lapped seam Resembles a top-stitched seam. Fold under the seam allowance on the upper piece. Pin over under piece, matching the seam lines. Top stitch the desired distance from edge.



Flat fell seam Stitch right sides together along seam line. Trim one edge of seam close to seam line. Turn under wider edge and stitch flat along the creased edge.

Courtesy of Vogue Sewing Book

24-5. Directions for Lapped Seam and Flat Fell Seam.

seam allowance $\frac{1}{4}$ inch from the first stitching and pink the edges.

- (4) Joining blouse and skirt. The usual method for joining a skirt and blouse uses a lapped seam (see above). If your dress is to be worn without a belt, your teacher may wish to demonstrate and have you use that method. When using a plain seam for sheer materials or many fabrics of wool, silk, rayon, or nylon, the *skirt is eased onto a tape to ensure good fit* and sturdy seams.

A simpler method using a plain seam suitable for firmly woven cottons follows:

- (a) Have the skirt wrong side out. Slip the finished blouse into the skirt so that the right sides of skirt and blouse are together. Pin at the side seams, centre front and back, and at the notches. Ease in the blouse

fullness and pin securely. Baste-stitch and try on.

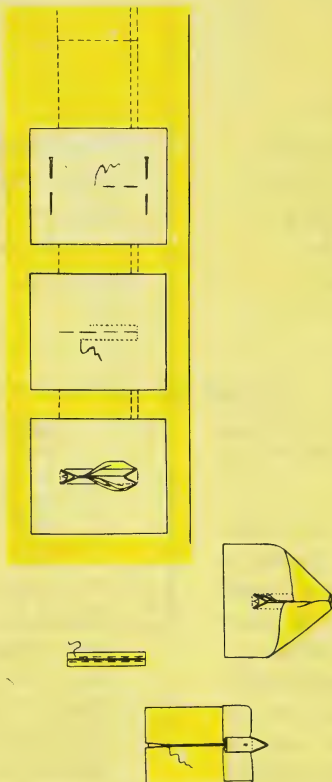
- (b) When your teacher has approved the waistline seam, stitch by machine and finish as you did the armhole seams.
- (5) Applying dress placket zipper. Follow the method used for a skirt placket (page 367), but stitch above the top zipper stop as well as below the metal stop at the bottom of the zipper. If the seam is less than $\frac{5}{8}$ inch or is very bias, sew a strip of seam binding on the front placket-seam allowance before you apply the zipper.
- (6) Make the belt and apply the belt carriers (page 380).
- (7) Press your dress carefully and try it on. Have your partner mark the hem (page 369). Complete your hem according to a method on page 370.

Fabric buttonholes— This type of buttonhole may be made with a piece of material cut on the lengthwise grain or true bias. When stitching, use a short stitch on the machine (18-20 stitches to the inch). This will give more control with corners, and make the buttonhole more secure. Always press carefully as you work.

**Bound buttonhole—
one-piece patch method**

This buttonhole may be made with individual patches cut 1 inch longer than the finished buttonhole, and approximately 2 inches wide. If the buttonholes are spaced so a continuous strip of fabric is practicable, cut a length of fabric that is 1 inch wider than the finished buttonhole and 3 inches longer than the distance from the top to the bottom buttonhole. Crease or mark a center line through length of patch following the grain line. Pin or baste patch in position over buttonhole marking, with the right side of the patch to the right side of the garment. If the continuous strip is used, baste in position with grain (right side of garment), and indicate buttonhole markings.

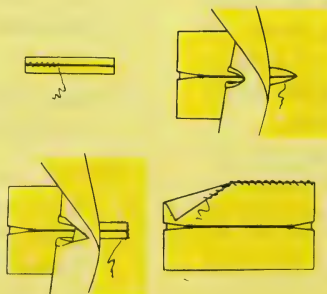
Machine stitch a rectangle $\frac{1}{8}$ inch on each side of buttonhole marking. Begin stitching on one long side, stitch to corner, turn, and stitch ends of rectangle.



Count the number of stitches across each end and along each side. Overlap the beginning stitches. (If you are making a series of buttonholes, complete each step on each buttonhole before proceeding to next step.) Remove marking threads. If you used a continuous strip, cut halfway between each buttonhole, so each has its own patch. Cut buttonhole through center of stitching to within $\frac{1}{8}$ inch of each end. Cut diagonally in to the corners to the stitching. Do not cut through the stitching. Turn the patch through the cut opening to the wrong side, treating the corners with care. Working on the right side of the garment, fold the sides of the patch over the seam so the folded edges meet in the center of the rectangle, forming a binding. Crease and baste lips in position, and press lightly. On wrong side of the garment, make an inverted pleat at each end, and secure with several stitches. Press and trim patch.

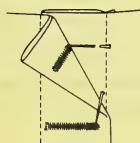
**Finishes for back of
the buttonhole**

Fabric buttonholes are usually finished with a facing. Before finishing a buttonhole, baste the lips together with diagonal basting. The stitches will be removed before the final pressing. If the back of the buttonhole will not show, slash facing from center of buttonhole to each



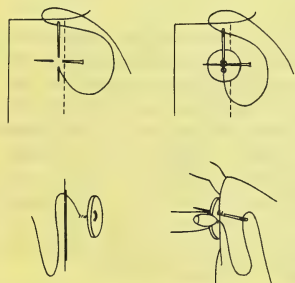
end. Using point of needle, turn in edges and hem. If facing will show, facing piece should be cut exactly like the buttonhole, snipping diagonally at ends of the slit to square corners. Hem or slip stitch this facing securely in place. When the wrong side will not show, the facing may be omitted. Overcast raw edges of patch. Courtesy of Vogue Sewing Book

Buttons



A—Position for button

Pin garment together with proper lap. Put pin at outer end of each buttonhole. This marks the place for the center of the button.



B—Sew-through button

Take stitch on right side of garment at point of pin so that the knot in the thread will be hidden by the button. Bring needle through button and back into fabric. Place a pin on top of button and under stitch. This allows a shank to be made. Without a shank, the fabric will pucker at the buttonhole. After three or four stitches have been taken through each hole, remove pin and wind thread tightly around the stitches to form a shank. Fasten thread under button. If you do not want the stitches to show on the wrong side of a jacket or coat, hold the fabric over the finger as in the accompanying drawing so the needle does not pierce the facing as the stitches are made. In this case, it won't be necessary to place a pin on top of the button.



C—Reinforced button

A small button or piece of fabric may be sewn to the wrong side of a garment in order to relieve the strain on the material.

D—Shank button

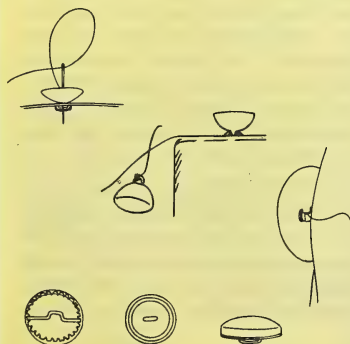
Keep the stitches parallel to the edge of the fabric as you sew on this type of button. Use a heavy thread.

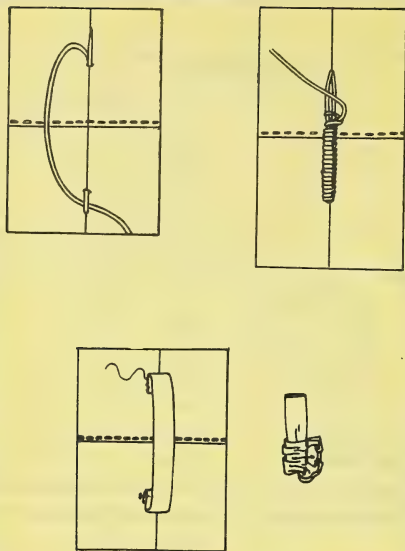
E—Taped button

Cord, tape, or narrow ribbon may be used to sew on a button with large holes. Overhand the ends of the fabric together before sewing the button to the garment.

F—Covered button

Special metal molds may be purchased which require no sewing to cover a button. This is the easiest and quickest method for covering buttons.





24-6. If you wish a belt carrier made of the same fabric as your dress, fold and stitch a narrow strip of the fabric right sides together. Turn to right side. Turn in the ends and overstitch. Pin the carrier to the dress and hem in place. For a thread belt carrier, take several stitches longer than the belt width. Over this group of threads, make buttonhole stitches (Figure 24-3, page 375).

Courtesy of Vogue Sewing Book

- (8) Give your dress a final pressing. Model it before your classmates or at a fashion show given at your school.

Try Another Garment. Those who finish before their classmates may make another garment. Pyjamas, shorts or play suits are tailored garments using flat fell seams, page 377.

Some of you may wish to make something for a younger brother or sister. Look through fashion pattern booklets and get your teacher's approval of the article you select.

Give Your Clothes that "Smart" Look. Those who make their own clothes try to make them look like expensive, custom-made garments. The following are some suggestions to help you avoid a "homemade" look in clothes you make:

(1) *Choose a fabric which suits the design and you.* The pattern you select should play up your best features. In addition, the cloth you buy must suit the pattern. If you choose stiff, heavy material for a design with much fullness, you may look awkward in the dress. The fullness will make heavy, bunched folds instead of the soft, draped effect the design was meant to have.

(2) *Handle fabrics carefully.* Leave the pattern pieces pinned to the material until you are ready to sew each section. Be sure that you understand and follow directions so that you can avoid much ripping. When you have the garment together, *hang it on a hanger* to keep it clean and free from wrinkles.

(3) *Trim and press seams carefully.* Use the proper thread, tension and stitch length for your fabric so that the seams will not pucker. Avoid bulges and bulky spots by trimming seams and making slashes in curved

edges. If each stitched seam is pressed properly before crossing it with another seam or hem, the garment will be neat and smooth.

(4) *Apply facings neatly.* Inside facings which slip up and show on the outside look untidy. Slash curved neck seams, turn back neatly at the seam. To keep stitching in place, stitch facing to seam allowance. This is called *understitching*. Press.

(5) *Collars, cuffs and other trimming can "make or break" your garment.* Collars with uneven, bulky seams and points whose linings peek out on the right side are the result of careless work. Place the trimming so that it is spaced alike on each side of the garment. Centre the finished collar accurately.

(6) *Make sure that your sleeves are fitted smoothly.* Sleeves with gathers where there should be smooth caps, or tight, drawn-looking sleeves often make a garment look "homemade." Match notches and ease in the fullness evenly as explained on page 376.

(7) *The garment must fit well.* Perfect stitching and neat seams alone will not make a good looking dress. It must fit you with just the right amount of ease and be hemmed to a becoming length for you.



Courtesy of Vogue Sewing Book

24-7. The hem is the last step in dress construction. Wear the type of shoes that you plan to wear with the completed dress. After you have suggested the length you would like, stand up straight so that the hem line will be even.

24-8. Young sisters would be very happy to have you make a dress for each of them. A dress or garment for a young child should have a deep hem for young children grow tall so quickly.

Eastman Chromspun





Courtesy McCall Printed Patterns

24-9. An attractive combination for the teen-age sewer is a blouse with set-in sleeves and a softly pleated skirt.

(8) *A good final pressing gives a garment that trim, smooth appearance everyone admires.* Too little pressing gives hem and seams of cotton and man-made fibres a bulky look. Pressing wool too much causes shiny, felted seams.

Clothing Clinic. "I have a problem," exclaimed Elaine as she sank into her chair in clothing class. "My closet is bulging, but I never seem to have anything to wear. I've several dresses and skirts that I'm tired of wearing, but mother says they're much too good to throw away. My

cousins are taller than I am so I can't hand them down to them." "Say, I have another big problem," chimed in Lois. "You remember that old red dress I liked so much. Somehow I don't feel right in it this year."

"Let's have a clothing clinic," suggested Miss Allen. "On Saturday morning give your clothes closets a special cleaning and set aside one or two garments you haven't worn for some time. Bring them to class on Monday. You can try them on, and we'll help each one decide how her garment can be brought up-to-date."

Sometimes just straightening a hem or changing the skirt width will make a garment wearable. Often the best parts of a full skirt may be used to make a jacket which you can wear with other skirts. Changing the neckline or adding a contrasting collar or scarf will change the appearance of a favourite old dress. Removing the sleeves and finishing the armholes of a dress transforms it into a jumper.

Since restyling takes some time and effort, be sure that the material is strong enough to make it worth your time. On the other hand, made-overs often are so attractive that their "return engagements" are more successful than were their first appearances. More than one teen-age girl has been numbered among the well-dressed girls in her school because she and her mother have done an expert remodelling job on an older sister's hand-me-downs. It takes time and skill, but remodelling can bring satisfying results with little or no outlay of money.

24-10. White collar and cuffs are used to dress up a striped dress and draw attention to the wearer's face. A bow to match one of the colours in the dress fabric is set on the collar. The belt of a solid colour is attractive with the vertical stripes.

Simplicity Pattern Company, Inc.



FOR YOU TO DO

1. Look in your local department stores and dress shops for a dress similar to the one you are making. Compare the quality, workmanship, and cost of the ready-made garment with your dress.

2. From magazines and newspapers, clip pictures of the accessories which would be suitable to use with your dress. Mount the clippings on a paper with a tracing of your dress and a sample of your fabric.

3. With other members of your class write and illustrate with original drawings or tracings a fashion report similar

to those found in one of the women's magazines. Include the names of popular colour combinations, fabrics, lines and designs which are "tops" for the season. If you consult the sponsor, perhaps your school paper will print your article.

4. Hold a clothing clinic to help girls bring their clothes up-to-date.

5. Arrange a bulletin board display of several pictures of patterns which might be used for restyling old garments; for example, patterns which combine two materials or colours.

OTHER BOOKS TO READ

Iowa State Home Economics Association, *Unit Method of Sewing* (Second Edition), Thomas Allen.

OERKE, *Dress*, Chapter 11, Copp Clark.
PICKENS, *Singer Sewing Book*, Refer to Index, McGraw-Hill Co. of Canada.

Chapter 25



David W. Corson from A. Devaney, N.Y.

Good Choices in Ready-Mades

Clothes that Suit the Occasion. "What's wrong?" asked Ann's mother as Ann and Dave entered the living-room before they were expected home. "Oh," replied Ann, "We felt awful! We thought Mary was having a regular dress-up party. We roasted weiners and ate on a picnic table instead. All the others had on jeans and T-shirts."

Wearing clothes different from those worn by the rest of the crowd is hard to "take." Perhaps you've had an embarrassing experience like Ann and Dave had. You make the best of it when it happens. You learn to inquire when your hostess neglects to explain the type of her entertaining.

For *outdoor sports* and lounging indoors, you like clothes that are colourful and allow freedom of action.

At a *party* there is fun and laughter, and you enjoy dressing up. For such occasions party and date dresses, not practical for daily wear, are suitable. They are a pleasant change from everyday clothes.

For *school*, clothes should be practical; the kind that wear well, and keep their shape without too much pressing and cleaning. Straight-cut, circular, or pleated skirts with tailored blouses and sweaters are favourites of girls of school age. A separate sports jacket is often worn with a suit skirt. Skirts and blouses or sweaters may be interchanged to make several outfits.

Comfortable, well-fitted slacks with sport shirts and colourful sweaters or jackets are regulation school wear for teen-age boys.

Clothes Thrift. It is thriftier to economize on party clothes than on school outfits. Party clothes are worn indoors and only occasionally; school clothes are worn continually. Buy less expensive materials such as sheers and acetate taffetas for party dresses, and sturdy woollens, worsteds, cottons or blends of natural and man-made fibres for school wear.

For those with limited budgets, a simple, well-cut dress is a good choice. It's a double-duty dress; casual enough to wear to school, but easily transformed into a good looking date dress by adding a dainty collar, scarf, or appropriate jewellery. Remember that it is impossible to "dress down" a fancy dress, but easy enough to "dress up" a simple one.

Making a Clothes Plan. On the spur of the moment Rose spent all the money she had for a new sweater. Before she reached home she regretted her purchase. She had several sweaters; she really needed socks and a pair of nylons.

To avoid such mistakes and to get as much satisfaction as possible from the money you spend for clothes, make a *clothes plan*. To do this, list the clothes you now have under four headings: (1) Outer Garments (2) Foot and Head Wear (3) Under and Lounging Garments (4) Accessories. After the clothing lists are completed, study them carefully. Decide (1) *which garments or items you really do not need* (check or star these in your list); (2) *what additional garments (if any) you will need this season*; (3) *how can you improve*



Money Management Institute,
Household Finance Corporation

25-1. A full-skirted basic dress in a solid colour is a good choice for any girl's wardrobe. Accessories are chosen to suit the occasion.

your selection of clothes keeping a basic wardrobe colour in mind.

Your Clothes Should Express You. Don't be talked into buying clothes because they are the "latest things" set forth by fashion designers or your teen-age fashion magazine, or just because all the gang at school "go" for them. The garment itself may be smart, but *if it's not for you, don't buy it*. Keep this thought in mind: "The dress or suit I am buying is an *expression of my personality*. Even though another has designed and made it, I am selecting it. It must look like me; it must be becoming to me. I owe this not only to myself but to those who may see me wearing it."

Before trying on a garment, decide whether it is appropriate for the occasion on which you wish to wear it, whether its cost is what you can

GARMENT CHECKLIST

GIRLS	BOYS
<p>Check: neckline</p> <p>fit at shoulder and bust</p> <p>length and fit of sleeves</p> <p>location of waistline</p> <p>length of skirt</p> <p>comfort when sitting and walking</p> <p>colour—(a) in relation to your skin and hair.</p> <p>(b) appropriate for occasion.</p>	<p>Check: lines of collar and lapels</p> <p>fit at shoulder and chest</p> <p>length and fit of sleeves</p> <p>length of suit coat</p> <p>fit at waistline</p> <p>length of trousers</p> <p>overall appearance</p> <p>colour—(a) in relation to your skin and hair.</p> <p>(b) appropriate for occasion.</p>

afford, whether the material is satisfactory. Read the label to learn about the kind of fibre used in making the cloth and directions for cleaning or washing it.

When trying on the garment, look at yourself from head to foot. Is the outline pleasing? Are your best features emphasized? Are your figure faults concealed or made less conspicuous? See pages 317 to 319 (girls) and page 320 (boys).

Accessories such as ties, belts, scarves, and shoes should be chosen to harmonize with or accent the garment you have selected. If you like vivid colours and find them becoming, choose them for casual or sport-wear.

Giving New Life to an Ordinary Dress. Sometimes less expensive dresses which have lines becoming to you are not well finished inside. A teen-ager who is clever can im-

prove the looks of the dresses and make it more wearable. The following touches will help.

(1) *Finish the seams.* If the seams are not well finished, overcast them. A dress may split in the seams after being worn a few times.

(2) *Refinish the sleeve.* A three-quarter or full length fitted sleeve may be too loose below the elbow. Take it in below the elbow. Finish with snap fasteners (page 368).

(3) *Check up on the hem-line.* Notice whether the dress hangs evenly and is the most becoming length for you. Refinish the hem if necessary.

(4) *Improve the belt if necessary.* Shorten the belt if it is too long. Replace a cheap-looking buckle or a slide with an attractive one. It may be wise to buy a new belt.

(5) *Check up on the trimmings.* Cheap trimmings, especially artificial

flowers or cheap buttons, may be discarded or may be replaced by better ones. Sew buttons and other trimmings on the dress securely.

Avoid These Poor Buys. While a skilful sewer can do much to improve an inexpensive ready-made dress, there are some faults that cannot be remedied. Clothes with such defects are unwise buys.

To save material and time in construction, cheap ready-made dresses:

(1) *May be cut incorrectly* on the straight of goods. If the material is plaid, the crosswise lines may slant or not match.

(2) *May be cut too scantily.* The garment may be too narrow across shoulders, upper part of sleeves, and hips. The seams may be too narrow to let out if necessary.

(3) *May have poorly-made seams.* Seams sewn and edge turned under with one row of stitching often split. One edge may be trimmed so close to the stitching that it will pull away. Usually such seams cannot be made secure by restitching.

(4) *May have too narrow skirt hem to let down.* If a teen-ager is growing rapidly, garments may need lengthening.

Shirt Talk. In a question box Miss Brown, the homemaking teacher, found this request: "Give us fellows a chance. Please tell us how to select our clothes, especially shirts and socks," signed "Bob." Miss Brown had often emphasized that many of the same fabrics were used in making both boys' and girls' garments.



du Pont de Nemours and Company, Inc.

25-2. A Dacron and cotton plaid shirtwaist dress may be a good buy. When selecting plaids, it is important to see that the lines are matched carefully.

Nevertheless, she thought the boys should have their turn. The class discussed the buying of shirts and decided upon the following suggestions:

(1) *Know your shirt size.* These are collar size and sleeve length. You will find these stamped on the inside of the collar band, as 14-32. This means the collar size is 14 inches, and the sleeve length, 32 inches.

(2) Tell the sales clerk whether you want *long* or *short* sleeves. If long sleeves, state your cuff preference — cuffs fastened with sewed-on buttons or with cuff links (French cuffs).

(3) *Consider the colours that be-*



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25-3. Know the neck and sleeve length size and, if possible, fabric, design, and type of cuff on a new shirt.

come your complexion and harmonize with the colour of your suit, coat, or trousers. Solid colour is always a safe choice. Remember not to buy bold patterns if you plan to wear them with plaid sport jackets.

(4) *Examine the material.* Cotton is a much used fibre for either sport or dressy shirts. Sport shirts are often made of cotton flannel, corduroy, rayon gabardine, and woollen materials. Shirt materials are also made of nylon, Dacron, and Orlon either alone or blended, or combined with cotton. Shirting fabrics in common use are broadcloth and poplin (smooth, finely corded materials), madras (woven designs — cord, stripes, checks, small figures), chambray (material with white filling, coloured warp), and oxford (basket weave).

(5) *Look for shrinkage control.* Sanforized, Sanforset, or Sanforlan stamped on the label are shrinkage-control guarantees. Easy-care features on various trademarks indicate

that garment may be washed and worn with little or no ironing.

(6) *Examine the cut and workmanship.* Shoulders and armholes roomy enough for comfort, double back yoke, seams with no unfinished edges, securely fastened buttons, and well-made buttonholes are features of a good shirt buy.

The Inside Story of Suits and Coats. Use extra care in selecting a coat or suit which you must wear more than one season. The colour of a coat, the fit, and becomingness of style may please you. Do not decide to buy the garment until you know more about it. Is it comfortable? Is it the best quality coat you can find for the money you have to spend? Check both the outside and inside. You should know something about the material of which it is made. Examine the label to learn the fibre used and the cleaning methods suggested.

For a suit or coat to look well after wearing and dry cleaning, the outside material, the lining, interlining, thread, and other materials used in the garment should be non-shrinkable. If the lining shrinks, the coat material will wrinkle.

Some materials used for coats and suits are washable. For example, some fleece coats of white or pastel Orlon may be hand or machine laundered. Suits containing 65% or more of Dacron or other easy-care fibres may be washed if handled carefully. In order to wash them successfully, the lining, interfacings and interlin-



Eastman Verel



25-4. The girl who is active in sports in her leisure time might choose to build part of her wardrobe around a short double-breasted corduroy coat which has a warm but not bulky lining. Corduroy skirt and slacks worn with blouse and sweaters complete the outfit.

ings must be washable. A non-woven interfacing does not shrink, stretch or ravel, and suits this purpose well. Also, some woven interfacings are washable. *Check the label to make sure that the entire garment is washable.*

Jackets for cold weather wear should be closely woven to be wind resistant, and the interlining should be made of a good insulating material such as wool, nylon, or Orlon to provide warmth.

Sweaters Are Popular. Most teenage boys and girls like sweaters. They are so easy to slip into and comfortable. Wool, because of its warmth and elasticity, is a satisfactory fibre for sweaters. Since sweaters are knitted garments and therefore stretchable, laundering an all-wool sweater requires care. To keep it in shape it must be blocked (Figure 25-5). Luxury cashmeres deserve

every care to preserve their soft beauty. Wool yarns are now being *blended with fur, nylon, Terylene, Acrilan, Dynel, and Orlon.* This simplifies laundering. A blend of a natural and a man-made fibre should contain more than 50 percent of the man-made fibre to have easy-care properties. Some sweaters are Acrilan or Orlon. The latter are warm, light in weight, and some do not need blocking when they are laundered.

Sweaters are usually made in two styles—*slipovers* and *cardigans* with or without sleeves. If you prefer a cardigan, examine the way buttons are attached. There should be a band of tape or ribbon on the wrong side of the opening to prevent stretching or tearing when buttons are fastened. Ribbed knitting with elastic knitted in at neck and sleeve edges helps to prevent sweaters from stretching out of shape. You will find *fashion marks*



Cleanliness Bureau

25-5. Three sections of cardboard outlining the sleeves and body of a new sweater serve as a frame for drying the sweater. The cardboard is absorbent and thus speeds drying.

at armholes and neck on better quality knit sweaters. These markings indicate that the garments were shaped in knitting.

Easy-to-wear Knits. Yarns of natural fibres and of man-made fibres are used in making knit underwear. There are various ways of knitting yarn. The most popular are those that are either *runproof* or *run-resistant*. When buying knit underwear, examine the label or ask the clerk about these points. Examine the seams; they should be finished neatly with machine overcasting. Knit garments sometimes shrink. Consider possible shrinkage when buying. Examine garment labels carefully.

Tips on Buying Slips. In buying a slip, colour is usually the first consideration. Then examine the material, its durability, the cut, and the way it is constructed.

Nylon is a durable, easily laundered slip material. *Acetate*, *rayon*,

Dacron, and *Arnel* as well as blends of both natural and man-made fibres are used for slips. Slips made of cotton do not cling as do some other fibres, and may be washed by machine. Crinkle cottons require little or no ironing.

Some slip materials are *plain* weave; others, *satin* weave. A satin slip has a dressy look, but satin is not as sturdy as a plain-weave fabric of similar quality yarn. *Knitted* materials are used for slips. These wear well and are easily laundered. *Nylon tricot* knit slips are quick-drying, need little or no ironing, and wear well.

Examine these points about the way a slip is cut and made:

(1) *The Cut.* A slip with the lengthwise or warp yarns running up and down is usually more satisfactory than one with the yarns running diagonally. If cut on the bias, the slip may "ride up" when the wearer sits.

(2) *Seam allowance* should be wide enough to prevent ripping. Seams on woven fabrics should be double stitched; on tricot knit, lock stitched for longer wear.

(3) The straps should be of double thickness of material, cut lengthwise, or of sturdy ribbon. Straps should be attached firmly with an extra layer of material underneath. If *lace* trims the neckline, the straps should extend underneath the lace onto the fabric.

(4) A double panel front and/or back makes a slip shadow-proof.

(5) Blends of man-made fibres

and cotton do not cling as much as do some 100% man-made fibres.

Of course, girls love *embroidered* and *lace-trimmed* lingerie. Embroidery and lace usually add to the cost. Also, lace often wears out before the rest of the garment. For trimming, most nylon lace is more durable than cotton lace.

Nylon Hose—Sheer or Supersheer. You have seen advertisements something like this: *Nylon hose 15 denier 60 gauge*. Denier (den-yer) refers to the thickness and weight of the yarn used in knitting hose. The *denier* of nylon yarns in common use varies from 7 (superfine) to 70. The higher the denier number the heavier and stronger the thread. Gauge refers to the *closeness* of the yarn loops in knitting. It is the number of needles in $1\frac{1}{2}$ inches across the width of the stocking fabric. The gauge usually ranges from 45 to 75. Because the yarn loops are close together in high gauge hose, they do not snag as readily as those of lower gauge.

Most hose made of nylon yarns are sheer, but the demand is for supersheer. Although nylon is a strong fibre, we should not expect too much of hose made with very fine yarns. For satisfactory wear, buy hose suitable in weight to the use you will give them. 51 gauge 20 and 30 denier nylons wear well for business or walking. Save your 66 gauge 12 denier sheers (and those sheerer) for dress-up occasions.

More Hints about Hose. (1) Hose with a seam down the back fit more

trimly than seamless hose. (2) *Full-fashioned* hose are knit in a flat piece to conform to the shape of the leg and are then seamed. (3) *Seamless* stockings are knit on circular machines. They are described by the number of needles on the knitting machine; the higher the number the more elastic and durable are the hose. They cannot be tapered to fit the ankle as seamed ones do. However, seamless hose are preferred by

25-6. Select a raincoat of the type and colour suited to your needs. Check labels to see if it is fast drying, water repellent, colour-fast, and resistant to shrinkage and mildew.

Eastman Chromspun acetate





25-7. For that one special suit for all occasions, this girl has chosen a houndstooth check material. There is a wide choice of accessories for this type of suit.

Singer Sewing Machine Company

some girls because of their bare-leg look and comfortable seamfree feet.

Hose are plain knit or mesh knit. *Mesh* knit stockings have interlocking loops which resist runs when snagged.

Because of possible defects either in the yarns or knitting, manufacturers inspect their hose. Those with small defects are called irregulars. Seconds or thirds have had damaged places mended. These are less expensive than perfect hose.

It is thrifty to buy *two or three pairs* of stockings of the same kind and colour. Then the worn-out stocking of each pair may be discarded, and the remaining hose paired.

If your legs are plump, buy the darker shades of the colours generally worn. Light tints tend to emphasize leg size and make you appear shorter.

For durability, buy hose $\frac{1}{2}$ inch longer than your foot measure. Stock-

ings can be bought in three lengths: short, medium, and long. Hose should be long enough so that garters grip the hem or welt of the hose (not the part below the hem).

Stretch nylons, which adjust to your foot size and leg length, may be purchased. These fit snugly because the yarn was made with special spring or elasticity. They come in plain or mesh knit in full-fashioned or seamless hose.

Sock Styles. Socks for both boys and girls are made of *cotton*, *wool* and *man-made* fibres. Girls often prefer *white cotton* socks because of convenience in laundering. Buying *wool* socks a size larger than your regular size in socks of other fibres allows for shrinkage. Many prefer the "stretch" socks knit from special nylon or blended yarns which adjust to foot size. Argyle socks are appropriate only for informal wear. One of

25-8. A clothes plan for a boy might be built around a single-breasted suit. A suit with thin vertical stripes is a good buy for a boy with a short body build. Colours of shirts, ties, sweaters, socks, and shoes chosen harmonize with the suit.

Burlington Industries, Inc.



the colours of Argyle socks should repeat the colour of your slacks, or shirt. Do not wear them with shirts of bold, striking prints or plaid. Keep in mind the total effect of clothes choice.

Stepping Out in Comfort. No matter how smart in colour or design a shoe is, it does nothing for you if it prevents your walking with a brisk step. Wearing shoes that are too short or too narrow not only make you miserable while you wear them but may cause serious injuries or foot deformities which are hard to heal.

It is very important that your shoes fit correctly. The following hints may help you in buying shoes.

(1) *Number indicating size:* Do not ask for a certain number of shoe. Let the salesman measure your feet and find out the correct size when both sitting and standing. Different

manufacturers' shoes numbered the same size may vary in length or width.

(2) *Length of shoe:* The shoe should extend $\frac{3}{4}$ to 1 inch beyond the toes. When trying on shoes, observe the length of your shoe with reference to the end of your toe while you are *sitting and standing*.

(3) *Width of shoe and shape of toe:* A shoe should be broad enough to allow the toes to spread when the wearer is *standing or walking*. The heel should be broad enough to support the body.

(4) *Height of heel:* The heel should not be extremely low nor extremely high for actual comfort. High heels are not suitable for street wear. If you must wear extreme shoes, wear them only for dress or dancing. Gaily coloured low-heeled play shoes may be made of leather, fabric, plastic and other materials.

(5) *Heel fit*: Shoes should fit snugly at the heel but allow ample toe room. Some persons need a narrower heel size than normal.

Shoe Sense. It pays to buy shoes of good quality. Such shoes not only are made of durable material but are also cut and made carefully. Accurate workmanship will make them

feel better on your feet. Moreover, they will look well longer because they will keep their shape. If one must economize on shoes, it is better to pay less for shoes for dress or party wear than for school, sport, or street wear. For economy, avoid buying shoes of unusual colour which may be worn with only one outfit.

FOR YOU TO DO

1. From what you learned in making your clothes plan, start a clothing budget using the form given below. Begin to record the cost of your clothes for the present month, and list future purchases as you make them.

CLOTHES PLAN

Article of clothing	Expected years of wear	Price	Cost per year
1 hat	1	\$0.00	\$0.00
1 coat, winter	2	00.00	00.00

Note: If you have a new topcoat or other garment once in two years, include half the cost of the garment.

2. If possible, have one or more ready-made garments to inspect. Examine such items as seams—stitching, width, and finish; depth of pleats; hems—width and stitches; neck finish. Compare with a garment made in class. For the latter, it may be possible to have a member of an advanced Homemaking class bring a garment made in school.

3. Have a panel discussion regarding *ready-made* and *homemade* garments. Discuss such details as style and becomingness, fit, quality of material and workmanship, cost, time in making or shopping.

4. Pupils volunteer to bring to class the coats they are wearing. Give date of purchase. Read label which indicates kind or percentage of wool or other fibres. Discuss durability of outer fabric and lining as judged by the amount of wear, portions showing wear and shrinkage (if any).

5. Judy is a tiny girl. A cotton dress having huge bouquets of roses and tulips with sizable spaces between each bunch of flowers appealed to her. How would you explain to Judy that she would not look well in a dress made of this material.

6. Joan wore a green velveteen skirt, high-heeled pumps and sheer blouse to school. Discuss each item of Joan's clothes, explaining why each was both unsuitable and impractical for school wear.

7. Why do you think the word "ready-made" is used in this chapter rather than "ready-to-wear"?

8. Have a discussion of *Shopping Manners*. Pupils relate observations or experiences such as: (1) Sales clerk showing a helpful attitude to customer; (2) Sales clerk being discourteous; (3) Customer making unreasonable demands; (4) Customer showing consideration to the clerk.

OTHER BOOKS AND BOOKLETS TO READ

BAXTER and LATZKE, *Today's Clothing*, Chapter 10, Longmans, Green.

CARSON, *How You Look and Dress* (Second Edition), Chapter 7, McGraw-Hill Co. of Canada.

CRAIG, *A Guide to Consumer Buying*, Copp Clark.

Household Finance Corporation, Book-

let: *Your Clothing Dollar*, 85 Bloor St. E., Toronto, Ontario.

LEWIS, BOWERS, and KETTUNUN, *Clothing Construction and Wardrobe Planning*, Chapter 15, Brett-Macmillan.

U.S. Department of Agriculture, Publications: G-16, *Buying Sweaters for the Family*; G-31, *Buying Women's Suits and Coats*, Washington 25, D.C.



UNIT V

TEEN-AGERS AT HOME

As family members, teen-agers share in family plans and decisions. Whether you can redecorate your room or your brother gets the topcoat that he needs depends on family finances. By learning to manage their spending money wisely, teen-agers may help the family budget.

A do-it-yourself project to redecorate your room shared by the family is inexpensive and fun. Sharing work is part of family living. When teen-agers help in the care of the home, routine housekeeping seems no chore. Modern systematic and scientific methods of cleaning are time-saving and easy to learn.

Teen-agers can do much to help when someone in the family is ill. Learning common symptoms of illness and simple home nursing procedures may be helpful to the doctor. A knowledge of what-to-do in an emergency is always valuable. There are do-it-yourself items to construct so that the bed patient will be more comfortable.

Family get-togethers are always fun. You may enjoy a picnic in your yard or at a picnic spot, or even a night at home reserved just for the family. Parents like to have their teen-agers entertain their friends at home. Buffet meals are a popular way of entertaining for fun with family and friends.

Chapter 26



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Spending and Saving with a Purpose

Deciding What You Want Most. "I can help pay for it with the money I earned shovelling snow for Mrs. Green," insisted Peter, who was urging his dad to give him money for a portable radio. "All the fellows have them, and I want one too to take to the big football game on Saturday." "Well, Peter," replied his father, "you can't have a radio and a new fall sport coat. It will take all winter to pay for the repairs on our home. Are you willing to wear your old coat and have the radio?" Peter decided that he needed the coat more than the radio.

In spending money it is important to realize that, since you cannot buy all you wish, *money should be spent for the things that are going to give you the greatest satisfaction.* Only

through experience do we learn how to spend money wisely.

Learning How to Spend Money. Learning to spend money wisely is a part of home training. If possible, a young child should be given an *allowance regularly.* An allowance provides *an excellent way of learning how to spend money.* Even a young child can learn to spend his small allowance without being wasteful. It should not be used as a bribe or reward for being good, doing good school work, or helping with household chores. Nor is it to be withdrawn to punish a child. A child should know when and how much he will receive for an allowance and which items he will be expected to buy. Then he should be given freedom in spending his money. Of

course, he will make mistakes. These may call for some discussion with him occasionally. Earning money helps one learn what it means for his father or other family members to earn money. Can you teach your young brother or sister to earn money to increase his allowance?

Each child will vary in the way he spends money. For example, the money may pay for:

(1) Necessities such as school supplies, school lunches, tickets to school affairs.

(2) Toys, athletic goods, movie tickets.

(3) Gifts for friends and church, and for charity contributions.

(4) Savings.

Note that this list includes items for *himself*, for *others*, and for *future expenses* or *savings*. In handling money a child should be taught to think not only of his own present and future needs but also the needs of other people.

Good Management of Your Money.

Do you often wish you had not spent your week's allowance or earnings all at once? Since you have nothing to show for it, do you wonder where the money went? Have you borrowed money from your brother or sister, and had a hard time paying it back? Did the unexpected happen? Did you spill grease on your suit or dress which meant a dry-cleaner's bill you had not planned on? Did you forget that the subscription for your school newspaper had to be paid this week? What can you do to improve the way you spend money?

If you are going to manage your

money to good advantage, you must:

(1) *Know how much you have to spend.*

(2) *Plan how you are going to spend it.* Decide, just as Peter did, what will give you the greatest satisfaction with the amount you have to spend.

(3) *Try not to spend every cent now*, but set aside something for payment of accounts which will come due in the future.

Keep a Record of Your Spending.

If you put down in black and white what you spend, you will really know whether you managed your money wisely or foolishly. Your mistakes should help you learn how to avoid the same errors in the future. A small ruled notebook that you can carry in your pocket or handbag is convenient to use for recording a cash account. (See next page.)

Family Money Management. Business and government agencies make very definite plans for spending money. Without such plans they could not carry on properly. What applies to big business applies to small business also. Homemaking is a small business but a very important one. The costs of running a home should be decided, and the sums necessary for the various items set aside from the total income for each week or each month. In other words, the family income should be budgeted. *An estimate of an income for a certain length of time together with a plan for spending it is called a budget.*

WEEK'S SPENDING RECORD

(Since prices vary so much in different places, only zeros are used instead of actual figures in this sample spending record.)

DATE	INCOME		EXPENSES	BALANCE
Sept. 6-12	Allowance	\$0.00	Car or bus fare	\$0.00
	Earned	0.00	5 School lunches	0.00
			School supplies	
	Total	\$0.00	(pencils, etc.)	0.00
			School party	0.00
			Repairing skates	0.00
			School newspaper	0.00
			Birthday gift for Dad	0.00
			Movie	0.00
			Sunday school, church	0.00
			Savings for college	0.00
	Total Income	\$0.00	— Total Expenses	\$0.00
				= \$0.00 Balance

DATE	INCOME		EXPENSES	BALANCE
Sept. 13-19	Balance from previous week	\$0.00		
	Allowance	0.00		
	Earned	0.00		
	Total	\$0.00		

The Family Income. Your mother is probably a very busy woman. Although she works long hours in your home, she may get no pay cheque for her time and "overtime." But her work does add to the family income. It would cost much to pay an outsider to do what she does. You, too, can help add to the family income by sharing work.

Somewhat the same plan for man-

aging your own money applies to management of the family purse. First, it is necessary to know *what the family income is*. In many families it is the wage or salary of the father of the family. In some cases, where the mother and older children work outside the home, their wages are part of the family income. If there is a savings account or investments, the interest or dividend from

investments is part of the income. In the case of a person who works on commission—that is, what he earns depends on how much he sells—his salary or wage earned is likely to vary from week to week so that an average monthly income must be figured as a working basis for budget-making.

Plans for Spending. Do you feel that your allowance is not enough? Do you envy your schoolmates who have more to spend than you do? If so, would it be a good idea for you to know what expenses there are in running your home? It is a fine thing if the children of high school age or over help in making the family budget. Such teamwork gives all a better understanding of the family money problems.

In many households, the expenses may be classified into six groups. For each of these groups the portion of the income that each family spends varies. A family may spend all that they possibly can for clothes and care little about an attractive home. They think of their home as merely a place to hang up their hats. Those who wish to have their home and clothes equally attractive are less lavish in clothes spending. If the income is very low, a larger percent of the family purse may have to be spent for food than for housing, clothing, and other expenses.

Each family will follow a different plan for dividing the income according to their needs, interests, and desires. Suggestions for division of income follow.



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26-1. Each member of the family is listing his and her activities so that the family clothing allowance may be figured into the budget.

(A) *Income:* Salary or wage plus other income (if any) minus withholding tax or income tax.

(B) *Division of Income:*

- (1) *Housing* — rent or (if a home is owned) taxes, insurance, mortgage payments, interest on mortgage, repairs (including painting).
- (2) *Food* — groceries, milk, and meat, also meals purchased outside the home.
- (3) *Clothing* — ready-made clothes, materials for clothes, underwear, hats, shoes, and other clothing accessories, dry cleaning.
- (4) *Household Expenses*—light, fuel, telephone, water, supplies, laundry and cleaning, yard work.
- (5) *Transportation Expenses* — automobile: gasoline, oil, repairs, licence, insurance; fares: train, bus.
- (6) *Advancement* (or development) — (a) Education: school fees, tuition, books, newspapers, magazines, lec-



26-2. Father, mother, daughter, and son take inventory of individual wardrobes. They sort clothes into three categories: wearable, in need of repair, and those to be given away. From that inventory, each one makes a wardrobe chart. Then a clothing budget plan may be made for the year to include the necessary new clothes.

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tures; (b) Health: medical and dental fees, drugs, glasses; (c) Allowances for family members; (d) Recreation: entertainment; (e) Family vacation trips; (f) Gifts; (g) Benevolences: contributions to church, Red Cross, community fund, educational organizations, health research foundations.

- (7) *Savings* — social security, savings bonds, bank deposits, insurance — life and hospital.

Some of these expenses are paid once a month; some twice a year; others annually. A way to meet a bill due once or twice a year is to set aside each month a certain sum to pay that bill. For example, if a family's real estate tax is \$90 for each half year, set aside \$15 a month to pay the tax.

Saving for a Purpose. A dainty blouse in a store window attracted Mary's attention. She began to figure how she could stretch her allow-

ance to buy it. Mary decided on at least one item. She would not go to a movie this week and save the money to buy the blouse later. The lovely blouse was worth some sacrifice.

Dropping money aimlessly into a household dime saver or putting it into a savings account without a plan is no challenge. When *savings* are set aside *for a purpose*, the experience is not a hardship. Money saved should be for something that will *give real satisfaction*, such as two weeks in camp or a college education.

In a family conference about money management, the same principle holds for saving money. Money saved should be for something the *family will enjoy or derive benefit from*—a TV set, a trip, a coat for Mom, who has always been so willing to buy clothes for the rest of the family, a *new home*. Saving money for a purpose is far different from hoarding it. A savings account is a valuable asset.

Making Plans Work. How can a family carry out plans for money management? Again, as advised for your own spending, there must be a record of the money the family receives and of how it is spent. There are many different books and cards for keeping household accounts. Some are issued by banks or business firms; others are sold at book stores. Select record blanks that make record keeping as easy as possible. *It is much better to have some sort of account that may not balance to the penny than no account.* An account, even though slightly inaccurate, may show very well how money is being spent.

There is rarely a plan for spending that will not need revising occasionally. There may be unexpected expenses. If plans for saving are carried out, these unforeseen costs should not cause a general upheaval of money management plans. If the plans made do not work, find out why and make some changes in amounts allotted to various items. *In making changes each one of the family may have to give and take.* But family management plans are worth working at to keep them in balance. For such effort, peace of mind and family harmony may be among the rewards.

Cash or Cheque. If you pay only with *cash*, it is important to *get a receipt* for the money paid. Otherwise you have nothing to show that you paid a bill.

Paying bills with *cheques* has several advantages. Mailing a cheque to pay bills saves time and, in some

cases, bus fares. Cancelled cheques are held by the bank and are available to you upon request. They may be used as proof of payment. If you have a personal chequing account, statements are mailed to you by the bank and these provide a complete record of transactions. These statements will help you with your bookkeeping. Also, it is safer not to have large sums of money either at your home or in your pocket or purse. Some cash is necessary, of course, for the payment of such items as bus fares and lunches.

Although there are a number of advantages in paying bills by cheque, the bank makes a charge per cheque issued from your personal chequing account. Similar charges are made on cheques issued from a savings account.

26-3. Through class discussion and reading assignments, these students better understand how to manage their own finances and how family income is spent.

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Cash or Charge? While shopping, one sometimes wants to buy something he had not planned to purchase. He may have only a small amount of change in his wallet. At such times a charge account is handy. A store issues charge accounts to those whose ability to pay has been checked and approved. A charge account makes it possible to buy without carrying large sums of money. Moreover, having a charge account makes it easier to keep an account of one's spending.

A charge account, however, has disadvantages. Because of its convenience, a customer is likely to buy more than when he must pay actual cash. Also, prices at stores which sell for cash only, especially cash and carry shops, are usually lower than those at stores selling on credit. In operating cash and carry stores, the cost of both charging and delivering goods is saved.

How Easy Are Payments? "This bracelet costs \$1.00 a week," said a clerk to Sue. Without inquiring about the length of time she would have to make payments, Sue asked that the bracelet be laid away for her. In this purchase Sue made at least two mistakes. She did not know just how much the bracelet would cost and did not consider whether the bracelet was worth the price. Also, a bracelet is a luxury. It is considered unwise to buy luxuries on the "lay away" or other forms of instalment buying. Making weekly or monthly payments for home buying

and other necessities which cost too much for most families to pay cash is an approved form of spending.

A merchant charges interest for long-term payments. He is justified in a fair charge because selling on credit means additional expense to him. Not knowing how much interest a customer will have to pay is one of the worst features of instalment buying. If he cannot figure this out himself, he has a right to ask the salesman to show him just how much more an article will cost when bought on the instalment plan than when bought with cash. The buyer can then decide whether the immediate use of the goods is worth the increased price. When buying on the instalment plan, it is customary for the purchaser to sign a contract agreeing to make certain payments on specified dates. In case the payments are not completed, he may have to give up the goods and lose what he had already paid.

Advertisements — Do They Mislead or Help? Pictures of movie stars and others suggesting beauty and romance advertise many products. Such advertisements are attempts to lure readers to buy because of the beauty and romance that the use of the product may have brought to another. No effort is made to inform the purchaser regarding the quality of the product.

Another type of advertisement is too indefinite to help the reader such as: "Your choice of two cans of pumpkin for the price of one for two

26-4. Everyone in this family is included in making family vacation plans. Advertisements influence not only the choice of merchandise but also decisions regarding vacations. A special vacation fund or savings plan during the year allows the family enough money for that time.

Photograph by Harold M. Lambert



days only." The size of the can or quality of the product is not given. Extravagant claims are made in some advertisements which give the reader too rosy a picture of the product. A purchaser may be disappointed.

On the other hand, *sincere* advertisements make no false claims. They contain *definite information* about the *use* or *quality* of the products advertised. These often give the consumer enough information so that he feels safe in ordering by phone or mail. He knows that he will be satisfied with the goods when they arrive. They also acquaint a purchaser with new goods and devices.

The Federal government helps to protect us from the false advertising of products. The *Food and Drugs Act* and other laws were passed to prevent the use of labels containing false or misleading information. However much honest merchants and federal laws protect the buyer, he should be

able to judge the worth of advertisements and labels he reads.

Food Waste Is Costly. It makes little sense to plan ways of spending and saving money carefully and then waste or throw away money. You would not toss a nickel, dime or a quarter into your garbage can or disposal unit. But every day many families waste food the cost of which may *mount into dollars*. Dimes are more likely to be spent thoughtlessly than ten dollar bills. This thoughtlessness may cause serious waste in the family income. Small amounts of food are more likely to be wasted than large amounts. That small waste often results in larger than necessary food bills.

Not only garbage cans and disposals but kitchen sinks may receive waste. Much cooking water from vegetables is drained into the sink. The minerals and vitamins in this cooking water probably add up in

a short time to an amount equal to that found in a bottle of mineral and vitamin pills.

Avoiding other Household Leaks.
Look at the figures for natural gas:

A giant gas burner, flame on high, burns 12 cubic feet per hour.

A standard gas burner, flame on high, burns 9 cubic feet per hour.

Either giant or standard gas burner, flame low, burns 1.2 cubic feet per hour.

Simmering burner uses 1.2 cubic feet per hour.

If one leaves the burner on high day after day, the gas bill is bound to soar. In cooking a meal, a high gas flame is usually needed for short intervals only. When you want water or other liquid to boil quickly, the burner may be turned up high, but when the boiling point is reached, reduce the flame. *Rapidly boiling water is no hotter than water boiling gently.* Other ways to reduce the gas bill are:

Light a surface burner when it is needed, not before. Turn off a surface or oven burner *before* removing utensil from the range.

Heat only as much water as needed—not a gallon when you need a quart.

When using the oven, plan to *bake more than one food*. If the baking temperature of one food is lower than that of another, it is usually possible to use the lower oven temperature and allow longer baking time for the other foods. For example, custard, apples, and potatoes can be baked at one time by increasing the baking time for apples and potatoes. Of course, after the custard is removed, the oven can be set at a higher temperature. *Avoid oven peeping*. Each time the door opens, heat is lost. That affects the food in the oven.

Reduce *electricity bills* in these ways:

For most surface cooking, use *low or medium heat* more often than high heat.

Use *pans of the right shape*—flat bottom, straight sides. Keep them covered.

For foods requiring long cooking, use the *well cooker*.

Turn off electricity just *before* a food is done.

When the oven is heated, plan to *use it for more than one food*.

FOR YOU TO DO

1. Decide which purchase made during the past week or month proved to be the most unwise one you made. Each one in the class report his unfortunate purchase and tell how he could have prevented his mistake, or what he should have known in order to buy wisely.

2. Divide the class into groups. Each group choose a discussion leader and a

secretary to record outstanding points discussed. Later each leader or secretary give a report to entire class. Each group discuss a different topic such as:

- Allowances—advantages and possible disadvantages.
- Should a teen-ager give part of the money he earns to his parents?

Should he be given an allowance even though he earns money?

- c. Advantages of budgeting allowance, earnings, and family income.
- d. How family conferences may prevent quarrels regarding money matters.
- e. Instalment buying — conditions under which it is justified, items that should not be purchased without cash payment.

3. In a family conference, the Browns discussed ways of cutting down expenses so they could buy a TV set.

The family agreed on these plans:

- a. Instead of paying an outsider for cleaning one day a week, each family member would do his share of the work.
- b. Making and making-over clothes at home instead of buying readymades.
- c. Painting the kitchen walls instead of hiring someone to do the painting.

If your family wants a TV set or radio, a trip in the family car, or anything else reasonably within the family income, think of ways of saving and

talk it over with the family.

4. What is the price of bread per loaf in your neighbourhood? If 20 slices can be cut from a loaf of bread, the two end slices (crust) would be $\frac{1}{10}$ loaf. If a family used 1 loaf of bread each day, how much money would be wasted during a week by throwing the crusts into a garbage can or disposal?

5. Determine whether there is a difference in the temperature of *gently and rapidly boiling water*. Adjust a burner so that water in a pan *boils gently*, that is, so that bubbles form quietly on the surface. Insert a thermometer so that the bulb is immersed in the water but does not touch the bottom of the pan. Read the temperature.

Now turn the burner up so that the surface of the water literally "rolls" as it boils. Take the temperature. How do the temperatures of gently and rapidly boiling water compare? Which requires more fuel?

6. "Waste not, want not" is an old saying that applies today. Each student list ways of preventing garbage can, sink-drain, and fuel or heat wastes which you know could be practised in your home. Then discuss the meaning of the well-known saying and report on what each has listed in class.

OTHER BOOKS AND BOOKLETS TO READ

Canada Department of National Health and Welfare, Publications: *Fraud; Food and Drug Protection in Canada; The Truth About Food and Drug Labels*, Queen's Printer, Ottawa, Ontario.

HARKNESS and McQUEEN, Pamphlet: *Make Your Pennies Count*, Thomas Nelson & Sons (Canada) Ltd.

HARRIS and KAUFFMAN, *Young Folks at*

Home, Unit V (first part), Copp Clark.

Household Finance Corporation, Booklets: *Children's Spending; Money Management for Young Moderns; Your Budget*, 85 Bloor St. E., Toronto, Ontario.

JENKINS, BAUER and SHACTER, *Teen-Agers*, Unit 4, W. J. Gage Ltd.

Chapter 27



Photograph by the makers of Armstrong Excelon Tile

Your Room and Home

New Rooms for Old. Betty Lou Bowman was excited. Five girls from her class were coming home from the May Music Festival with her for a slumber party. Betty Lou had a big surprise for her friends. During spring vacation, with the help of her parents, she had changed her room into an attractive *living-bedroom*. It seemed much larger with her bed against the wall like a studio couch. There was space for her record player and her record collection, and a comfortable chair with a good reading lamp. Betty Lou still felt a tingle of pride each time she opened the door and realized that this was her very own room. She hoped the girls would like it as much as she did.

Perhaps you're thinking, "That's fine for Betty Lou, but who can have

all new things for her room at one time. My room's all wrong. Nothing matches. I have only left-overs from all the other rooms of our house. How can you make stuff like that look attractive and livable? I would not know where to begin!"

It's Your Move! You often can make your room more livable merely by shifting the position of the furniture you have. Perhaps you can work out a better arrangement for your room. It's easier to try it out on paper first.

There are good reasons for placing certain pieces in particular spots. For instance:

- (1) Place your bed where you can have *good ventilation* without having a draught directly over your head. If possible, avoid having your

bed face an east window where the morning sun will shine in your eyes.

(2) Put your desk where you can have a *good light* by day or night.

(3) Place your dressing table so that the *light* will fall upon your face as you sit before your mirror.

(4) Arrange the heavy pieces of furniture *along the walls* so that they balance each other. Two or three large pieces against one wall and none against another will give a top-heavy appearance. Everything in your bedroom should help to give a restful effect so that you will find it easy to relax.

The bed will be easier to make if you allow some space on each side of it. However, if your room is small, it will seem larger with one side of your bed against the wall. You must decide which is more important to you. Dressers or desks placed across corners at an angle tend to make your room look cluttered and give less space for moving about. *Large pieces of furniture should be placed parallel to the walls.* Place scatter rugs by this rule also to give a feeling of repose to your room.

27-1. You can decorate a bedroom inexpensively. Porch furniture repainted to match the colour of one wall serves well. A bulletin board may be made from peg board. Bedspread and draperies to match are a worthwhile investment.

Bates Fabrics Incorporated

Do It Yourself. What can you do with your room? You may have heard it before, and it doesn't sound very glamorous. But it is good advice—*make the most of what you have.* Make a plan and do a little as you have time and money.

Take a special look at your room and everything in it. Look at it as though you were seeing it for the first time. Ask your mother, your older sister, or a girl friend to examine with you each piece of furniture carefully. When two or three persons "put their heads together," they often come up with some good ideas. Others may see possibilities which never occurred to you. For example, Betty Lou's mother suggested a way of changing her old swing-arm bridge lamp into a sight-saving, up-to-date lamp by buying a bulb which has a reflector bowl built into the bulb. It cost little and improved the light so much that she could use it at her desk or swing it over for a bed lamp.

No room or situation is hopeless. Even though you must sleep on a



studio couch or day bed in the family living or dining room, with careful planning you can make some small corner your very own. Perhaps the drawer space in a desk or a chest of drawers and the articles on top may be yours to arrange to suit your needs. Let them reflect your good taste. The choice of a spread or covering for the day bed, or your effort in designing and making one, will give you pleasure and satisfaction in a spot of your own. Whatever your problem, what you do about it is largely up to you. You will find it a satisfying experience to create an attractive room for yourself. Perhaps you'll find that you have a real flair for decorating, and you'll make a regular hobby of it.

So many families are remodelling and even building their own homes with little outside help that "do-it-yourself" suggestions will be found in many current magazines and books. Sometimes your dad, your brother, or an uncle will offer to lend a hand on some jobs you can't do by yourself when they learn how much you are doing to improve your room. Perhaps an offer to exchange work will appeal to your mother or dad. You might wash the car while your dad puts up the traverse rods for your draperies, or trade dish-washing or shopping for your mother's help in making draperies and bedspread. There are many ways to work out your room problems. The following suggestions may help:

BEDS

- (1) Cut down a headboard which is too high or too elaborate. Refinish

or paint the wood or cover it with leather-like plastic.

- (2) If you share a room, you can make *twin beds* from *one* old spool or four-poster bed. When the head and foot boards are alike, use both as headboards and attach metal or wooden legs to support the foot of each bed. Separate legs are sold at furniture and hardware stores.

- (3) Discard an ugly bedstead, and attach metal or wooden legs to your box springs. Use your bed as a studio couch with large cushions for back rests.

- (4) Buy an unpainted headboard and finish it to match your other furniture. Or perhaps your father can make one.

DESKS

- (1) In a small room, use a folding shelf as a desk. When not in use, the shelf may fold down against the wall or up to cover wall shelves.

- (2) Refinish an old library or kitchen table which you may find in your attic or purchase second-hand.

- (3) If you have a large room, a single panel (slab) door makes a fine desk by attaching wrought iron legs.

- (4) Support a piece of plywood on two unpainted bookshelves. Place the shelves so that their backs frame the knee-hole space. Paint or finish it to match other furniture in the room.

- (5) Put up a plywood shelf with iron brackets to serve as a desk.

- (6) Attach a plywood top to a chest or filing cabinet.

- (7) A narrow drop-leaf table can serve as a desk in a small room.

DRESSING TABLES

- (1) Attach a shelf to the wall with metal brackets. Around the shelf you can arrange a full skirt to match your draperies or bedspread.

- (2) Place a piece of plywood over two orange crates. Sand carefully, paint, and add a fabric skirt.

27-2. In rooms where beds are also used for sofas, it is important to have lights well placed for reading. An unused chest may be painted and covered on two sides with leather-like plastic to look like headboards. It also serves as a good stand for lamps, record player, and record collection.

Bates Fabrics Incorporated



BOOK SHELVES

(1) Buy inexpensive unpainted shelves, or book cases. After sanding, paint or varnish them to match your other furniture.

(2) Buy wrought iron bases with plywood shelves. These are suitable for books or records.

(3) Pieces of plywood or leaves from an old dining table make satisfactory shelves when supported by glass blocks or common building bricks. Paint or finish the boards with varnish. Wax or paint the bricks.

(4) A plywood or wrought iron shelf attached to the wall with metal brackets will hold several books if your room has little floor space.

(5) Build book shelves into the headboard of your bed to hold books, radio, and your hobby collection.

DRESSERS AND CHESTS OF DRAWERS

(1) Unpainted chests made in various sizes can be combined to suit your space. Finish them to match other furniture in your room.

(2) Remove the mirror and decorations from an ornate old dresser. Hang the mirror as a separate piece above the drawer section.

Be Your Own Decorator. Your room should express your interests and your personality. That should be easy when you are your own decorator. Though you can't change the large, essential pieces of furniture such as bed or dresser, you can choose smaller furnishings which fit your personality.

Let your hobby form the theme for the decoration. If you *read* a great deal, place your favourite books on shelves; have an easy chair and a good reading lamp near the book shelves. If you like to read in bed, make sure you have good light properly placed to prevent eye strain. A three-cornered cushion to put behind your pillow gives comfortable support to your back for reading in bed.

If you are an outdoor boy or girl, use your tennis racquet, your skiing pictures, landscape scenes, or your miniature horse collection to play up your interest in sports and the out-of-doors. You may prefer a neat, tailored spread and draw draperies. A

sturdy, comfortable chair and a growing plant or two will relieve the plainness of your room without adding clutter. You will want plenty of storage space for skates, riding, swimming, skiing and other sports equipment. See Figure 2-3.

If *you are the dainty, feminine type* and like dressy, frilly things, plan a light, pastel colour scheme. Use sheer, ruffled curtains and a fluffy dressing table skirt. You may want to have a fancy canopy top to your bed and a billowy dust ruffle to match the dressing table skirt. Display your figurines or other hobby collection on attractive shelves. Quaint, old-fashioned costume pictures or floral prints are suitable wall decorations.

If *music is your hobby*, give your instrument or your record player and record collection a place of importance in your room. You might use music notes or clef signs in your decorating scheme. Place a bulletin board above your desk to hold your band picture, concert programmes, and newspaper clippings. Refinish a sturdy, old table for your record player or cut down the legs of an old card table to coffee table height (18 inches) and cover the top with off-white grained-leather-effect plastic. Provide cushions with durable covers for your friends who come to listen to your records.

Solving Your Problems. "I'd like to see you do something with my room, Mary Lou," exclaimed Beverly. "You had a room of your very own

to start on. How would you like to share one with a nine-year-old sister who gets into all your dresser drawers, never picks up her belongings and never helps with the cleaning?"

Perhaps the sister with whom you share your room has interests and tastes quite different from yours. If you have a room of good size, each of you can decorate your corner of the room in your own fashion. However, you will have to agree on the colour scheme and floor covering in order to unify the whole. You must keep each half in good order to avoid a messy look. Very attractive half and half rooms are worked out with tailored, boxy lines in one corner and feminine frills in the other. Girls of different ages and interests may each arrange a corner of the room they share with hobby materials and other personal objects.

Which Colours Express You? One way of choosing a colour scheme is to consider your personal colouring much as you do when you select a sweater. Decide which colour makes an interesting and effective background for you. If you are a gay, dashing brunette, try a room with coral or vivid red accents to set off your warm natural colouring. If you are a redhead or are auburn-haired, soft greens or blue greens offer a pleasing contrast to your own colouring.

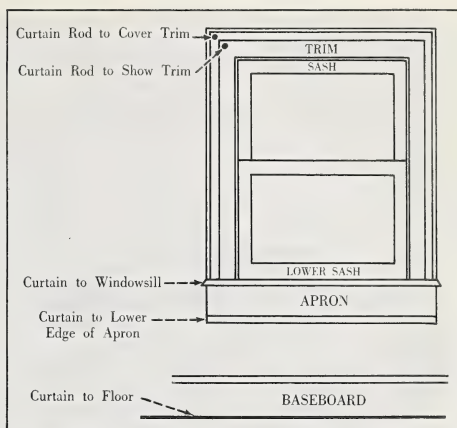
In your own room, you can *choose your favourite colour* as the dominant one. Select one or two other

colours which harmonize with it. For large areas of wall and ceiling use soft, grayed tones of one colour. Use a somewhat brighter colour, for bed-spread and draperies. Save the brightest colour of all for cushions, vases, lamps and other small objects which serve to accent the scheme.

When selecting a colour scheme, consider the *kind* and *amount* of light in your room. Rooms with only north windows which never receive full sunlight need warm, gay colours. Use cool colours in rooms where there is much light from south or west windows. However, in dark rooms with a few small windows, use light, warm colours.

Use the colour chart you studied for clothing, page 301, to guide your selection of colours for your room. When using *triadic* or *complementary* colour schemes, always be careful to have the dominant colour soft and grayed. Using some dark tones and then a bit of bright colour for sparkle and dash will give pleasing variety. When chosen carefully, tints and shades of *one colour* are effective in a bedroom.

You can use colour to work wonders in a room. Light colours used for walls and woodwork make a small room seem larger. Cool colours tend to add to the room's size and lend dignity to it. Warm colours give a glowing, cosy, lived-in look. Dark colour on the ceiling makes a high ceiling seem lower; dark walls make the room smaller. *Decide on the effect you want to gain and choose the colour tones to produce that effect.*



27-3. Position of brackets for curtain rods; bottom hem points for three possible curtain lengths.

The Crowning Touch. When Bob heard his father's footsteps in the hall he called to him, "Come and see the shells Grandmother Reed sent from Florida, Dad. Several of them are beauties; I have none like them in my collection." Before Mr. Reed had a chance to look at the shells, he stopped and said, "Cleaning your room?"

How did he know? The bed was made, and each thing was in its proper place. What was it that drew his attention to some change in the room? The windows were bare. The curtains were being washed. When the curtains are down, the room appears torn-up and undressed.

Curtains add a certain something which nothing else can give. Their folds have a softening effect breaking up the sharp lines between windows and walls. *For the same amount of money, no other room furnishing can be bought which adds so much*



27-4. Curtains and draperies can do much to improve window proportions. One set of ruffled glass curtains cover the three windows for a bay window treatment. The glass curtains are tied back below the halfway mark of the windows for a more interesting arrangement.

Curtains and Draperies by Kenneth

to the room. It pays to select your curtains carefully and to keep them in good condition.

Dressing Your Windows. Today's homes have many windows — sometimes entire walls of glass. Curtaining them has become an important part of the decorating plan and budget. The colours in printed drapery fabrics often are used as the basis for the colour scheme for the whole room. Entire walls are sometimes hung with curtains to give the desired colour or line. Curtains can tie together two unrelated windows or improve window proportions.

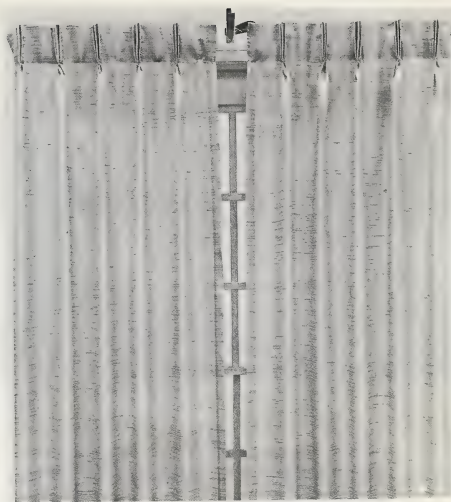
Glass curtains are hung next to the window and usually are made up in sheer materials. They may be ruffled or plain; they may hang in straight panels, or they may be tied back. Tie-back curtains should form folds which are in harmony with the rectangular shape of the windows. Keep the spaces above and below the tie-backs interesting; don't cut the space into two equal parts.

Draperies are curtains of rather heavy fabric which hang on each side of a window or group of windows. They may be used alone or in combination with glass curtains where a softer effect or greater privacy is desired. *Draw-draperies* are large enough to be pulled together to cover the entire window. If mounted on *traverse-rods*, the curtains can be drawn together or separated by means of cords and pulleys. Traverse rods that must be made to order to fit a window of unusual length or shape are quite expensive. Those for common window sizes are much lower in cost.

Fabrics for Curtains. When buying curtain materials, look for fabrics which are *long wearing*, *easy to launder*, and *finished to retain their crisp appearance*. Cotton marquisette and organdie have long been favourites for bedroom glass curtains. Nylon, Orlon, Dacron, and Fiberglas fabrics are very popular because they dry quickly and require little iron-

27-5. For pinch pleats on draperies, make pleats in the top hem. The pleats are usually made $2\frac{1}{2}$ to 3 inches deep and 1 inch longer than the top hem. Fold each large pleat into three small pleats; fasten them securely at the lower edge of hem. The number and depth of pleats depends upon the space the curtain is to cover. On 36-inch wide material, four or five large pleats are best; five to seven large pleats on 50-inch material.

American Bemberg



ing. With the exception of nylon, they also resist the effects of sunlight (page 328). Fiberglas is being used in many hotels and restaurants because it is fire proof.

You Can Make Your Own. When making glass curtains, observe the following suggestions:

(1) Measure the length desired and allow for hems. Curtain lengths may be to sill, to lower edge of apron, or to floor.

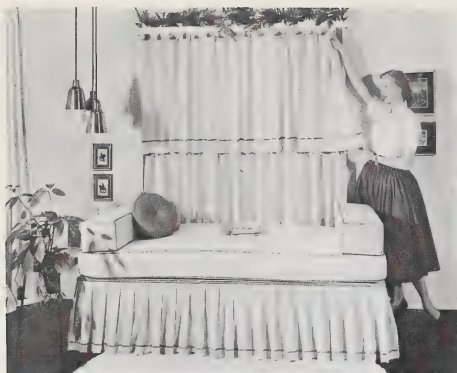
(2) Draw threads to even up the material before cutting. Cut off selvages since selva edge usually draw up or stretch.

(3) Make the hems on both sides the same width (usually 1 to $1\frac{1}{2}$ inches) so that the position of the curtains may be changed. The heat of the sun usually wears out the inner edges. It is efficient to make the side hems before cutting the material into curtain lengths. For sheer curtains use fine thread for hemming—No. 90 or 100.

Tips about Draperies. Except for the top finish, *unlined* draperies are made in the same way as the glass curtains described on this page. Draperies usually are pleated. To make pinch pleats, follow the directions with Figure 27-5.

Bedroom draperies often are made of chintz, denim, Indian Head, cretonne, faille, taffeta, or shantung in plain or printed fabrics. Checked gingham suggests an interesting use of fabric. Cotton sheets and bedspreads in pastel colours sometimes are cut up for curtains to make attractive matching sets for bedrooms.

Pictures for Your Walls. The pictures you choose should mean something to you. Before you buy, study several prints. Visit an art museum, an art store near you, or the art room of your school to get some ideas. *Pictures which are beautiful in colour and line or interesting in design are worth having.* Select pictures which repeat the colours in your



The Cannon Homemaking Institute

27-6. An interesting arrangement might be centred about an unused door. Café curtains and bed covering are made from coloured sheets. Note grouping of pictures.

room or those which lend an interesting contrast to the room colours.

Let the frame blend with or "pick up" one of the colours of the picture. The frame should not draw attention to itself. It should set off the picture so that the picture is seen first.

Place a mat of pleasing colour and proportion about a small print or etching to show it off to best advantage. Have the widest margin below the picture to make the picture seem stable and secure.

Pictures are hung at eye-level. Hang each picture so that no wires or hooks show. By placing the screw eyes near the top of the frame, the picture will hang close to the wall.

Select a picture of suitable size and shape for the wall space. A tiny picture looks lost on a large wall space. Group together related pictures in a compact manner to fit a large wall space. Place pictures and furniture in interesting groups (Figure 27-6).

Lamps. Your sight is too precious to abuse. Make sure you have enough light for the job you are doing. Certified lamps carry a label to indicate they have passed tests to insure proper light for the purpose for which they were planned. *Always use bulbs which are large enough to give the right amount of light.*

If you like to read in bed, choose a well designed lamp for the purpose. A lamp on a bedside table should be tall enough to spread the light evenly. A reflector bowl which throws the light up to the ceiling gives an indirect light without glare which prevents eyestrain. In a small room, a swing-arm bridge lamp often can be placed near the dresser to be swung over the bed or easy chair when needed, thus making a single good lamp serve several needs.

Lamps with shades lined in white or very light colours best reflect the light. Avoid a shade on a dressing table light which is too rosy or too cool in colour since it will be hard to blend your make-up naturally.

Many old lamps can be made useful by rewiring. A simple packet which contains all the wire and new plugs needed costs very little and is simple enough for a teen-ager to do.

What Is Right Underfoot? Your bedroom floor may be of natural colour hardwood flooring with a varnish or shellac finish topped with wax to protect it against wear. Such floors are easy to dust and may have loop pile, crocheted, braided, or hooked scatter rugs to add comfort, colour, and texture to your room. Arrange

scatter rugs parallel to the walls to avoid a feeling of disorder and confusion.

Linoleum, and tile of various kinds are good hard-surfaced coverings which are easy to clean and will stand hard wear. Cork tile somewhat deadens sound. This makes it a satisfactory covering for upper floors where footsteps might annoy those below. Wall to wall carpeting or room size rugs are expensive, but they make rooms seem larger than they really are. If the bed is low, you will find it hard to clean well enough to ensure against moths, unless you move the furniture frequently.

If the floor covering has a pattern, it is best to use plain colours for draperies and bedspread so that the room will not have too much design. Plain colour painted walls or self-stripe paper should be used instead of bold figured wallpaper in a room where a patterned floor covering is planned.

Today's Livable Homes. The *traditional* houses of today are copied from early American homes or are adapted from English, Italian, French, Dutch or Spanish houses. It is interesting to see how many types you can recognize in your community and elsewhere. Traditional homes have a certain dignity of design which makes them the choice of many home owners.

One of the popular *contemporary* houses which you see is the one-floor, rambling *ranch type*. Usually these houses follow an open plan to give a feeling of freedom and space to the



H. Armstrong Roberts

27-7. Spacious ranch-style homes are often planned for large, level house plots. Many homemakers prefer the convenience of having all of the rooms on one floor.

rooms. Many ranch houses have neither attic nor basement. *Split-level* houses, another contemporary style, feature much that is novel and unusual in modern design. They adapt themselves readily to irregular lots and hillsides because some rooms are built up, or down, several steps from the main level.

Modern builders are planning homes for comfort and convenience. Adequate storage space provides a place for everything. Whole walls of windows and open shelves, called room dividers, reduce the number of solid walls. The spacious, airy effect of this plan seems to bring the out-of-doors into your home. Ovens and refrigerators built into the walls of the kitchen save floor space. *Family rooms* provide indoor play areas for children and afford opportunity for easy, informal living for all members of the family.



27-8. Some home planners prefer to have a split-level contemporary house. This type of home is particularly suited to hillsides and to smaller house lots that do not allow needed room for garages. Families may prefer the split-level home as it separates the sleeping quarters from the rest of the house.

Photograph by Harold M. Lambert

Today's Way of Living. The trend today is toward easy, simple ways and informal family living. Someone has called it the "fun-way" of living. *Homemakers refuse to be slaves to housework.* Modern homemakers avoid ornate, elaborate or fragile furnishings which require special handling and care. They shop for

simple furniture with clean-cut lines, durable floor coverings, long wearing counter surfaces, washable curtains and draperies, and wall finishes which are easy to apply and which stay clean with as little effort as possible. Homemakers insist upon *comfort* and *convenience* as well as *beauty* in houses and household furnishings.

FOR YOU TO DO

1. Select a panel of your classmates to discuss the following problems found in a question box prepared by students in a Home Furnishings Class: (Let members of your class add their problems, too.)

- a. I do not have a desk in my small room. How can I arrange a writing and study space which takes little room?
- b. During the three months each year when my grandmother lives with our family, I sleep on a studio coach in our dining-room. How can I gain some privacy? Where can I store my clothes?
- c. I have a north room with only

one window. What colours shall I use in it? How shall I curtain the window?

2. Plan a room for yourself. Using paper ruled in $\frac{1}{4}$ " squares (allow 2 squares for each foot, or $\frac{1}{2}$ " on your paper for each foot), block out the floor plan showing doors, windows and furniture. Measure each piece so that it will be drawn to scale. Attach paint samples and fabric swatches to show the colour scheme and fabrics you would use. If possible, find coloured pictures of the various pieces of furniture, mount, and include them with the other plans.

3. Describe a do-it-yourself job that you or your family have used in your

27-9. An attached garage has been converted into a family room. A family room next to the kitchen is ideal for the young homemaker. Furnishings are chosen for informal comfort, and colours are cheerful to give a feeling of warmth.

Photograph by the makers of
Armstrong Excelon Tile



home. Figure out how much money was saved by your family in that one job.

4. Divide the class into groups of two or more. Let each group prepare a report and a bulletin board display covering one of the following:

Boys' Rooms	Family Rooms
Girls' Rooms	Contemporary Homes

5. Make something for your room or home. Decide with the approval of your mother from these or other suggestions:

a shoe bag, cushion for chair or bed, divider for dresser drawers, or a mat for a picture.

6. Arrange with your shop or industrial arts teacher to have a do-it-yourself clinic. After he has demonstrated each job, have students practise such things as changing a plug on an electrical appliance cord, removing old finish on a piece of furniture, hanging a picture.

OTHER BOOKS AND BOOKLETS TO READ

CRAIG and RUSH, *Homes With Character*, Units 4-7, Copp Clark.

Household Finance Corporation, *Your Home Furnishings Dollar*, 85 Bloor St. E., Toronto, Ontario.

MORTON, *The Home and Its Furnishings*, McGraw-Hill Co. of Canada, Ltd.

S. C. Johnson Company, Pamphlet: *How to Have a Prettier Room*, Brantford, Ontario.

TRILLING and NICHOLAS, *Design Your Home for Living*, Chapters 2-5, 10 and 11, Longmans, Green.



A. Devaney, Inc., N.Y.

Sharing Work Is Part of Family Living

Doing Your Share. "Karen has grown an inch since early summer," commented Mrs. Alden to her mother, who was spending a few weeks with the Aldens. "Yes, she is taller," agreed Karen's grandmother, "but that's not the change I've noticed most. She's grown in other ways besides inches. I like her grown-up attitude about the work around home. Last year you had a poor helper. She balked at everything she was asked to do. I remember how she skipped out without making her bed and left her room in such a state you shuddered every time you opened her door. Karen has outgrown many of her childish ways. I was amazed when she offered to do dishes so we could reach the hospital for visiting hours."

Have you, too, grown up enough to see that sharing work at home is the only fair way of doing things? Parents don't always thank you in words, but they do appreciate the helpful, thoughtful things you do to make life move along smoothly at home. They proudly tell their friends how much they depend upon you.

Learning by Doing. When you think of Vivian Foster who lives with her grandparents in a big house near the park, you feel a little sorry for yourself. You may even exclaim to one of your friends, "Vivian is so lucky. They have a housekeeper and a chauffeur. She never has to help with dishes, or even make her bed."

If, in your home, it is necessary to assume responsibility, don't waste time feeling sorry for yourself. The

easy, natural way to learn about family living is to learn while you enjoy the fun of living with your family in your present home.

If your mother works away from home, you may have to do much of the food shopping and start the evening meal. If you have younger brothers and sisters, their care may be your special way of helping. With an automatic washer and clothes dryer to make the job easy, some teen-agers have found the laundry work at home more fun than work.

A Clean House Is Inviting. If a house is clean and neat, it has a certain attractiveness. The furnishings may be simple and inexpensive, but the rooms are more pleasant than cluttered, dusty ones furnished at three or four times the cost. However, a clean house doesn't stay that way by itself. Although we have modern inventions, it still takes planning, care, and "elbow grease" to keep a home clean and attractive.

The Harris family lives in a comfortable home which they keep in good condition. They manage without outside help because each child takes care of his own room and has a few other duties as well. Sue and Mary bake cookies or cake on Saturday and take turns in washing dishes, dusting, and using the vacuum cleaner. Jack and Bob share the jobs of scrubbing the porch, bathroom and kitchen floors, cleaning the recreation room fireplace, mowing the lawn or shovelling snow. Little time is lost in arguing about the work for

each week's duties are posted a week in advance. The rest of Saturday is theirs to spend as they please for they settle down to work and finish their chores in an hour or two. Even three-year-old Betsy shows a fine spirit of helpfulness. She stands on a solid chair beside the sink to help dry dishes. She goes to work proudly and announces with a big smile, "Me big halp! Me big halp!" Perhaps the spoons she dries don't reduce the clean-up time, but she has learned to share the work at home.

Saving Time and Energy. When you work at home or school:

(1) Plan to do the parts or steps of each job in *proper order*. For example, change your bed *before* you dust your room.

(2) Use the *best tool* for the work you are doing. Keep informed about new products such as cleaning materials which do a better job more easily.

(3) Use a *comfortable position* for each task. Sit as you iron. To lift a heavy object, stoop by bending your knees rather than by bending your back only.

(4) Do as much as possible of the *same kind of work at one time*. Wash all the windows in a room before changing to another task like sweeping the floor.

(5) *Find the motion which does the best work with the least effort.* For example, you can make a bed with least effort by doing as much as possible from one side instead of walking back and forth as you put on each sheet and blanket.

(6) Place cleaning tools near the place where they are to be used. If possible, have duplicate cleaning materials on each floor of a two-storey house.



28-1. The mitred corner of the bottom flat sheet is visible. For a mitred corner, grasp edge of sheet about two feet from corner. Lift section so that triangle is formed on top of bed. Tuck portion hanging below mattress under the mattress. Place hand nearest corner against side of triangle while dropping the triangle. Tuck edge in. Place top sheet on bed with wrong side up and the wider hem at the top.



28-2. Place blankets on bed about 12 inches from head end. Fold top of sheet over the blankets. Tuck covers under at foot of bed and make a half-mitred corner.



28-3. To have additional toe room, a horizontal toe pleat may be made. Fold covers back so that lower sheet is exposed. Place hand four inches from fold just made. Turn top covers back over hand to foot of bed. Tuck under at bottom. Make half-mitred corners.



28-4. Put clean pillow-case on pillow. Place pillow atop covers. Place spread over covers. Fold back a portion of upper spread. Fold spread over pillow leaving a tuck in spread under front edge of pillow.

Photos Courtesy Pequot Division,
Indian Head Mills, Inc.

The Care of Your Room. A thorough cleaning once each week should keep your room clean if you *pick up your things* and make your bed neatly every day. Have a place for your clothes and other belongings, and *put them back after each use*.

Return shoes to a rack or shoe bag on the inside of your closet door, and the floor will be uncluttered and easy to clean. Hats will not be dusty if stored in boxes on your closet shelves. Even purses may be put away quickly if you have a special container for them which hangs from the clothes rod like a regular clothes hanger. Snap clothespins on other clothes hangers will keep belts and scarves neat and easy to find.

When weather permits, fasten back the curtains, throw open the windows, and air the room as you work.

(1) A well-made bed is more comfortable to sleep in than a carelessly-made one. It also gives the room a neat appearance. When changing your bed, remove the spread and blankets and fold them neatly over a chair. Place soiled sheets and pillow-cases in the clothes chute or into the laundry hamper. If you have the usual flat sheets remember: (a) that wide hems are placed toward the head of the bed, and (b) that the right sides of a pair of sheets are together in a properly made bed. Follow the step-by-step pictures (page 422) to make your bed correctly.

(2) Dust the furniture and floors, *dusting the highest parts of articles first and working down*. Remove



Courtesy of "Johnson's Wax"

28-5. This homemaker protects out-of-season clothes that are clean by putting them in storage bags. A moth proofing spray may be used.

everything from your dresser and desk tops; dust them well. Replace the wrinkled dresser scarf with a clean one, and carefully dust or wash each article as you place it on the dresser top again. Clean the mirrors in your room.

(3) Use the *vacuum cleaner* to remove dust from carpet or floors. Dust polished floors with a *dust mop*. Clean both sides of most scatter rugs with the sweeper, or take them outside to shake off the dust. Use a brush or whisk broom for hooked or braided rugs.

(4) Close the windows, arrange the curtains, rugs and furniture.

Occasional Care. Many of you do most of the cleaning of your own rooms. Some extra jobs should be done every month or two; others only two or three times a year. Start by cleaning your closet and storing clothes that are out of season. Read pages 424 to 426 of this chapter for special cleaning of walls, floors, and

woodwork. With those big jobs out of the way, you can turn your attention to other things.

Turn the mattress from side to side one month and from end to end the next month to make it wear evenly. Go over the mattress carefully with the soft brush attachment of the vacuum cleaner or a whisk broom to remove lint and dust. Clean box springs as you do the mattress. Coil springs are dusted then washed with soap and water, rinsed, and dried before replacing the mattress. The mattress cover should be washed, and the blankets washed or dry cleaned. Then clean the woodwork, floors, and furniture as directed.

Wash the windows and mirrors with a spray cleaner, ammonia and water (page 426), vinegar and water, or glass wax. An orangewood stick wrapped in your cleaning cloth will help get into corners.

After the windows and curtains are washed, it's fun to hang fresh curtains, put out clean dresser scarves, and then stand back to admire the room's sparkling, clean appearance. It was hard work, but it was worthwhile, wasn't it?

Hints for Household Helpers. Your help will be needed for other work around the house from time to time.

(1) *Walls.* Walls covered with wallpaper should be kept free of dust by using the wall brush attachment of your vacuum cleaner. You can use a soft wall brush (usually fluffy wool) with a crosswise motion, but avoid stiff-bristled brushes or cloths

which may rub the dust into the wallpaper so that it never can be cleaned satisfactorily. If you use a dough-like cleaner on papered walls, rub a small area at a time and overlap your strokes to prevent streaks. *Washable papers* should be stroked gently from baseboard up with a sponge wrung from a solution of mild synthetic detergent. Rinse with clear water and pat dry. *Painted walls* may be washed with a synthetic detergent solution. *Trisodium phosphate* ($\frac{1}{2}$ tablespoon per gallon of water) is a good cleaner for walls where steam has mixed with the dust to form a film which is hard to remove. Clean only about a 3 foot square space at one time. A *cellulose sponge* works well if squeezed tightly to prevent dripping. To avoid streaking as you work, *start from the bottom and work up*. Overlap your strokes, rinse well and pat dry before you start another section.

(2) *Woodwork* should be dusted frequently. *Varnished* or *shellacked wood trim* can be cleaned with a cloth wrung from mild soap solution, rinsed thoroughly with clear water and dried. Polish with a cloth treated lightly with furniture polish. Use water sparingly on waxed woodwork — washing, rinsing, and drying a small area at a time. When completely dry, apply another light wax coating. *Painted* or *enamelled woodwork* is washed as are painted walls. A wax for such purposes may be applied.

(3) *Floors* should be kept free of surface dirt by frequent vacuuming

and dusting. Use a whisk broom or proper vacuum attachment at corners and under radiators. *Waxed and varnished* floors are cleaned as you would woodwork of the same finish. A polishing wax or a self-polishing wax may be applied. *Polishing waxes*, in paste or liquid forms, have a naphtha odour and clean as they polish. A *self-polishing wax* has a water base and is odourless. *Use the same type each time* for best results; the two kinds do not mix well.

Linoleum and vinyl plastic may be swept with a soft broom, vacuum cleaner, or dusted with a floor mop. All spills should be wiped up at once. Bathroom and kitchen linoleum may require frequent scrubbing with a mild soap or synthetic detergent solution. It should be rinsed with clear water and dried well. Then apply wax to fill the pores and make it easier to clean. Either type of wax may be used. Follow the directions given above.

Rubber and asphalt tile floorings should *not* be treated with a polishing wax. Use, instead, a water-base self-polishing type. This type of wax is safe to use whenever you are uncertain what material you have on a floor. *Vinyl plastics* and *modern cork* floorings may be finished like linoleum floors.

Carpeted floors and *rugs* may need to be cleaned (preferably with a vacuum cleaner) as often as once a day to remove dirt before it is ground down into the pile of the carpeting. Dirt particles are sharp-edged and may cut fibres enough to leave worn



Courtesy of "Johnson's Wax"

28-6. After the kitchen floor has been washed and given a chance to dry, this girl pours self-polishing floor wax on it prior to waxing.

spots. Be careful to move all furniture and give areas around the base-board extra attention at least once each week. Empty the bag of your vacuum cleaner frequently. If you hold the bag over a dampened newspaper to empty it, little dust will escape into the room. Fold the paper to enclose the dust and burn it. If a broom must be used, *keep it close to the floor* to avoid throwing dust into the air. If furniture is moved to change traffic routes, wear on a carpet will be even over its surface. If possible, turn rugs around to change the spots of greatest wear. Home shampooing of carpeting may dampen the backing of the carpet and weaken the fibres. It is advisable to



Electrolux Corporation

28-7. Combination cleaning tools, attached to the vacuum cleaner when they are not in use, aid the homemaker in her many cleaning chores.

have a heavily-soiled or stained carpet cleaned by a professional cleaner.

(4) *Windows.* Dirty, streaked windows spoil the appearance of the room. If they are dusty or sooty, wipe them first with a dry cloth. Good results can be obtained by using a chamois with a reliable window spray cleaner or with ammonia (1 T. per 4 c. of water) and water. If you use a glass wax, apply it with a lintless cloth. Straight strokes in a vertical or horizontal direction are more effective than random, circular motions when cleaning windows.

(5) *Window Shades and Venetian Blinds.* Washable plastic or linen

shades may be cleaned with quick, gentle strokes of thick, mild detergent suds, then rinsed and dried with a cloth. Hang the shades at once and pull to their full length so that they can dry completely.

Special finger-like brushes or sweeper attachment brushes will remove dust from Venetian blinds. About once a month they require a more complete job, so wipe each slat with a damp cloth. Occasionally remove the blinds and wash each slat carefully. A thin wax coating will protect the finish and help keep the blinds clean.

Your Turn to Shine. When you've some special job to do, get right at it. Dreading and putting it off just makes it harder to do. Take pride in doing any kind of work as well as you can. The following are suggestions to help you do well some housekeeping jobs when it's your turn "to shine":

The *care of the bathrooms* in a home should be the concern of all members of the family. If each person cleans and rinses the washbowl and tub so no rings remain after he uses them, it will be easy to keep things neat and clean. When the regular cleaning is done, besides giving tub and bowl an extra shine, polish or wash the metal faucets, fittings, and mirrors. Scrub shower stall walls and floors, and check the shower curtain. A *special cleanser* should be allowed to stand in the water closet bowl for several minutes. Then it may be scrubbed with a brush or disposable mop pad. Flush away the cleaning solution and clean the brush well before putting it away. Scrub the floor with a mild soap or synthetic detergent solution once or twice a week as needed. Pay

special attention to areas around the fixtures. Use a mild disinfectant in the water occasionally. After rinsing and drying thoroughly, wax may be applied (page 425), but do avoid a high-gloss, slippery finish, especially when scatter rugs are used. Because of so much steam in the bathroom, windows and curtains need washing often.

To prevent falls:

Clean up water or grease spots at once.

Never leave pails, brushes or clothes on the steps where someone may trip and fall over them. Have a hand rail near the bathtub.

Easier Washdays. "Kris, it's my turn today!" announced Rosemary as she looked over the work schedule their mother had posted on the bulletin board near the utility room door. "I like washing clothes the best of all our housekeeping jobs since our new laundry equipment was installed."

"Monday — washday" and "blue Monday" are terms which no longer apply in many families. With automatic equipment in the laundry *any time*, day or evening, may be "washday." Some people prefer to do all the laundry at one time, but many families wash and dry a load or two whenever they have a washer load of soiled clothes. With a dryer there are no worries about weather. By setting the dial, you can dry clothes to just the degree of dryness you prefer.

With automatic laundry equipment you can have clean clothes for the family easily and quickly. When



Westinghouse

28-8. Automatic washers and dryers ease the chore of washing clothes. Some homemakers like storage room for linens in the laundry centre.

the laundry is done frequently, *fewer clothes and household linens* are needed. Many articles such as bath towels require no ironing.

Washers. *Automatic washers* fill with water, wash and rinse the clothes, and remove the water in proper order once the dials are set. The homemaker can do other work while the washer completes its cycle. There are washer-dryer combinations which add the final step of drying the clothes.

Manual and semi-automatic washers neither fill with water nor empty automatically. They usually require extra laundry tubs for rinsing the clothes. To remove water from the laundered clothes, manual washers



28-9. Even ruffled curtains may be ironed on an automatic ironer. This ironer may be dialed for the heat desired for the fabric being ironed. The roll is started and stopped by knee controls, leaving both hands free to adjust the clothing under the roller.

Photo courtesy Ironrite Inc.

have power-driven wringers; semi-automatic washers spin clothes somewhat as automatic washers do.

Automatic Dryers and Ironers. *Automatic clothes dryers* tumble and fluff up clothes in heated circulating air. The air is heated by gas or electricity. Many dryers may be set to dry clothes either damp enough to iron or completely dry. Some can be adjusted to a lower temperature for fibres harmed by intense heat or dialed for cold air only. *Automatic ironers* work as shown in Figure 28-9.

Electric Irons. Irons may be built to maintain a constant temperature. You may regulate the heat for various fibres from low for man-made fibres to high for linen. *Steam Irons*, which both press and steam fabrics, work well for pressing and dressmaking. Many irons are combination steam and dry irons.

Preparing Clothes for Laundering. This part of the washing process is about the same for any method of laundering used. Much of the success of the laundry job depends upon the *care* you give garments *before washing* them.

(1) *Check garments closely.* Empty pockets and close slide fasteners. Remove shoulder pads, covered or breakable buttons, pins and buckles which might rust.

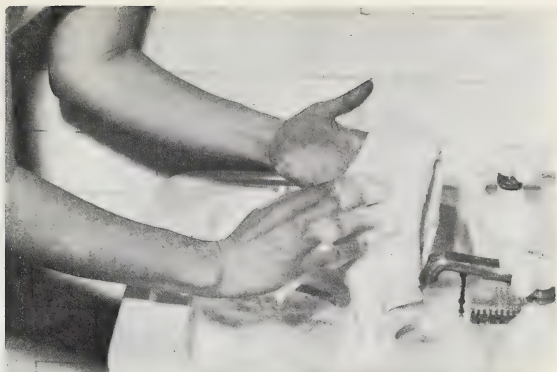
(2) *Sort clothes carefully.* This is often the key to good laundering results. A washer load should have clothes of about the same degree of soil, fibres which stand the same amount of heat and require similar cleansing compounds, colours which are fast, and pieces of size and weight to wash well together. Some makers of automatic washers claim that a mixed load with only two large sheets or tablecloths included at one time gives better results than a load of several big pieces only.

(3) *Mend torn places.* Darn or reinforce rips and tears and restitch or finish with overcasting seams which might fray (see page 366).

(4) *Remove stains.* Treat them as directed on pages 432 - 434. If possible, remove stains when they occur. Hot suds set some stains. Heavily soiled places (collars and cuffs) may need special treatment. Rub soap or

28-10. Always use well-lathered fingers to give special sudsy attention to necklines and other soiled areas of sweaters.

Cleanliness Bureau



detergent on palm of your right hand. Place the soiled part on your left palm. Then rub the garment with the soapy right palm.

Soaking methods and other pre-washing steps differ with the equipment used. Follow the instructions that came with your appliance as the best guide for their use. After many tests the manufacturer has suggested the amount and kind of soap or other cleansing agent to use. *Measuring cups and spoons are used by a good laundress as well as by a good cook.*

Soaps and other Cleansing Agents. We know that most types of soil cannot be removed by water alone. Soap or some other cleansing agent is needed. There are so many, many different soaps and boxed cleansing materials on the market that it is difficult to decide which to use. To help you decide, you should know how soaps vary and how soaps differ from other cleansing agents.

At least two materials are combined to make soap — a fat and an alkali such as lye. If just enough alkali is used with the fat for a perfect union, there is little or no alkali

left; it combines with the fat. The resulting soap is called a *mild* or *light duty soap* which is not hard on hands or clothes. (Alkali irritates skin and may be hard on clothes.) If there is some free alkali in the soap, it will readily attack grease or heavy soil on clothes. Such soaps are used for general laundering and are known as *heavy duty soaps*.

Anything which removes soil is a detergent. Soap is a detergent as well as are the various boxed cleansing materials you can buy. The latter are not soaps. Many people know them merely as detergents. To distinguish them from soaps they are called *synthetic detergents* or *syndets*. Some synthetic detergents contain alkalis; others do not. Those without alkali, known as *mild synthetic detergents*, are suitable for washing silk, wool, the man-made fibres, and delicate cotton or linen fabrics. Those containing alkali are commonly used for washing heavily soiled clothes and are known as *heavy duty* or *all-purpose synthetic detergents*. Synthetic detergents may not form much suds, or they may be high-sudsing. Low-



Cleanliness Bureau

28-11. Support a knit garment with both hands during sudsing and rinsing to prevent its sagging from the weight of the water.

sudsing detergents are advised for use in some automatic washers.

Soap or Synthetic Detergents. Which shall you buy? Whether your family will use soap or synthetic detergents depends upon the hardness of the water in your locality, your method of laundry, and the preferences of your family. With soap, hard water forms a curd which settles on clothes. This produces a gray film, which gives clothes a yellowish cast when ironed. To prevent a curd forming, use a water softener. There are many packaged water softeners. Since the hardness of water varies so greatly, if you live in a city or large town, call the water department to get information about the kind and amount of water softener to use. Many families in hard water areas install water softener equipment. Soft water is more satisfactory for all household uses.

Synthetic detergents may be used in either hard or soft water. If you

wish a mild or light duty synthetic detergent, read the labels and choose the box which reads "non-alkaline."

Hand Laundering. Today few garments require hand laundering. Garment manufacturers are using fabrics and seam finishes which will stand machine washing. Homemakers have found that slips and small pieces such as handkerchiefs, if placed in a nylon mesh bag, will machine wash without tangling.

To keep garments looking their best, *wash them before they get too soiled*. For best results, follow the directions on the label. If there is any doubt that a garment is colour-fast or a question about the fibre in a garment, hand wash it separately. Knit sweaters, nylon hose, sheer blouses of nylon and Dacron, and fine silk, acetate or rayon garments usually are laundered by hand. Squeeze articles gently through a lukewarm solution of light-duty soap or mild detergent and rinse carefully several times in lukewarm water. Roll in a towel to remove moisture. Iron acetate while damp with an iron set at low heat. Let man-made fibre or special finish garments *drip dry*, that is, dry without folding or twisting, on tissue covered hangers. *Check labels for washing instructions.*

While some sweaters of Orlon or other man-made fibres (or blends of these fibres) may be machine washed, sweaters of wool are washed most safely by hand. Cool water and cold water soaps or detergents are good for most wool or wool-blended swea-

ters. In using these, soak without rubbing to help retain the original shape and size of the sweaters. When laundering sweaters of man-made fibres, turn them inside out to prevent *pilling*.

Drying Clothes. If clothes are hung outdoors to dry, place white clothes in the sun and coloured clothes in the shade. Hang clothes straight. Bath towels need no ironing, and sheets require little ironing if hung properly and folded carefully as you remove them from the line. Fold sheets wrong side out, hems together; fold tablecloths wrong side out, selvages together. To prevent strain on corners, allow edges to hang 8 or 12 inches over the line. Dresses may be dried on tissue-covered or plastic hangers to help hold their shape while drying.

Dampening Clothes. Sprinkle clothes evenly with warm water using small brush (kept for that purpose only) or a spray-top bottle. If placed in a plastic bag, dry clothes may be folded, a small amount of water added, and allowed to stand several hours until they are dampened throughout. Do not leave dampened clothes too long for mildewing will occur.

Ironing. Flat pieces like tablecloths and sheets may be ironed quickly on an automatic ironer. Fold tablecloths lengthwise; sheets crosswise. Iron table linens and most outside garments until all dampness is removed. Place other ironed pieces on a clothes rack to dry completely before putting into closets and drawers.



Cleanliness Bureau

28-12. Some sweaters eased to shape with wrinkles smoothed out, fabric or ribbon edge stretched, do not need much blocking or pressing.

Circular, bias skirts: iron with the grain or weave of the material to prevent sagging.

Pleated skirts: iron the hem on the wrong side first; then pin pleats in place from the right side at top and bottom, and press in place.

Zipper plackets: place a towel under the zipper, iron over the closed zipper.

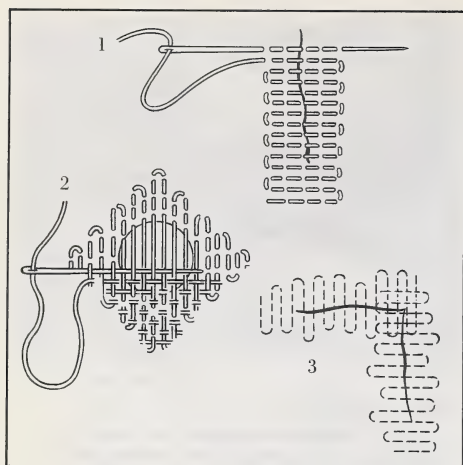
Fabrics of Dynel or blended man-made fibres: use the lowest heat on your iron.

Blouses and dresses: iron the trimming, then the collar, sleeves, blouse back, blouse front, and last, the skirt of your dress. This prevents wrinkling large areas while ironing small parts.

Acetate slips: iron from the wrong side with control set for lowest heat.

Dark-coloured cottons: iron from the wrong side to prevent shine.

Lace and embroidery: iron over a bath towel from the wrong side.



28-13. Tears and holes may be mended by darning. Use matching thread or ravelling from a seam edge or extra scrap of the material. Darn with running stitches when mending straight (1) or cornered (3) tears, and holes (2). The stitches should follow lengthwise or crosswise threads of material.

28-14. Ironing becomes an easier task when the ironing board is adjusted so that the person may be seated to iron.

General Electric



If your ironing board is adjustable, place it at a height which allows you to sit and iron comfortably.

Stain Removal. Remove stains as soon as possible after they occur. Stains are removed: (1) by *dissolving* the stained material in water or in some commercially prepared cleaning fluid which is non-flammable; (2) by *absorbing* the stain with white talcum or starch; (3) by *bleaching* with hydrogen peroxide, a household chlorine or perborate bleach. *Always test a stain remover on the seam allowance inside a garment first to be certain it does not remove colour or injure the stained fabric.*

Methods used on stains. (1) *Sponging:* Place the fabric spot side down on a bath towel. Apply stain remover with light strokes from the outside toward the centre. Avoid a circular motion which may leave a ring. (2) *Bleaching:* Stretch the stained fabric over a bowl of hot water. Place a drop or two of bleach on the stain with a glass rod. Let it stand a minute or two then rinse by dipping the fabric into the bowl of water. Rinse very carefully. Strong bleaches may weaken the fabric structure.

PLAYSAFE

When removing stains with carbon tetrachloride, be careful not to inhale the fumes. Work outdoors or near an open window. Make sure to wash carefully all utensils in which wood alcohol was used to remove stains. It is a poison, so label the bottle plainly and put it out of reach of children as suggested on page 254.

REMOVING COMMON STAINS

<i>Stain</i>	<i>White Cottons, Linens and Man-Made Fibres</i>	<i>Coloured Fabrics Silks and Wools</i>
Blood	Sponge or soak in <i>cold water</i> . Wash in cool, soapy water. <i>Warning:</i> Hot water sets the stain.	Sponge with cold water. Apply cold water-starch paste. Brush off when dry. Repeat until stain is gone.
Chocolate or Cocoa	Launder with soap and water working suds into the stain. Or bleach with chlorine or perborate bleach.	Sponge with cleaning fluid.
Cola and Other Soft Drinks	Sponge with lukewarm water and alcohol; or equal parts of glycerine and alcohol. <i>Warning:</i> Heat and soap set the stain.	Same method.
Coffee and Tea	Launder in heavy suds if stain is fresh. On old stains apply boiling water and then bleach with household bleach followed by lemon juice.	Sponge with cool or lukewarm water. Grease stain from cream can be removed with cleaning fluid.
Fruit	Spread stained section over a bowl. Pour boiling water from height of 2 or 3 feet. Wash in suds <i>except</i> fresh peach, pear, cherry and plum — soak these in cool water. Rub in detergent. Rinse. <i>Warning:</i> Soap may set the stain.	Same if fabric and colour will stand it. If cloth changes colour, sprinkle baking soda on dampened spot.
Grass	Launder in hot suds. Bleach with chlorine bleach. Rinse well.	Sponge with dilute alcohol (2 parts water, 1 part wood alcohol).
Grease, Tar, Road Oil	Rub white cooking fat or petroleum jelly into stain. Launder in hot suds.	Apply cleaning fluid. For tar, sponge with turpentine.
Gum	Rub with ice cube to harden gum. Scrape with dull knife. Apply cleaning fluid if any gum remains.	Same method. If non-washable, apply cleaning fluid only.

REMOVING COMMON STAINS (continued)		
Ice Cream, Cream or Milk	Soak in cold water. Work in detergent with fingers. Launder.	Sponge with cool water. Apply cleaning fluid.
Ink	Inks vary in composition. <i>Ball Point.</i> Rub with clear vaseline or white cooking fat. Wash with detergent and water. <i>Writing Ink.</i> Rinse freely with cool water for washable ink. Sponge with detergent and water; then rinse. Or (2) use perborate bleach; rinse well. Or (3) sponge with alcohol. Then apply lemon juice. Rinse well.	For all fabrics except acetates, sponge with acetone. Follow with hydro-sulphite bleach if colours are fast. Apply paste of hydrogen peroxide and soda. Steam spot over teakettle spout.
Lipstick	Rub vaseline or a white cooking fat into stain. Scrape off excess. Rub in detergent. Wash and rinse well. If colour remains, apply dilute alcohol. Wash.	<i>Light stain</i> —sponge with cleaning fluid. <i>Heavy stain</i> —apply white fat. Scrape off. Sponge with cleaning fluid.
Scorch	Place in the sunlight. Or use perborate bleach in laundering. Rinse well. Deep scorch cannot be removed.	Bleach with hydrogen peroxide.

FOR YOU TO DO

1. Arrange for members of the class to demonstrate various housekeeping tasks using equipment in the homemaking department to show:

- How to make a bed.
- How to clean and wax the counter surfaces in a kitchen.
- How to wash a mirror.
- Care of laundry equipment.

2. Plan a daily and weekly house-keeping schedule for the homemaking

department rotating work so each person does each job in turn.

3. With your mother, plan a schedule which gives you four different household duties for the four Saturdays of the month. Report any new aids which you and your mother found helpful.

4. Arrange the household schedule for a family in which: (a) the mother works on Saturday, (b) the junior high daughter does baby-sitting Monday and Friday afternoons after school, (c) the

high school boy is active in after-school sports, and the father works five days a week. Suggest the daily and weekly duties for each person.

5. If you have laundry equipment at school, have each one in the class take a turn doing the department laundry. Each helper will then instruct the helper for the following day in the use of the equipment.

6. Prepare a demonstration to show one of the following:

- a. How to iron a blouse.
- b. How to iron a boy's shirt.
- c. How to remove such stains as lipstick, gum, fruit and grease spots.
- d. How to do the family wash including sorting, starching, bleaching.

OTHER BOOKS AND BOOKLETS TO READ

CRAIG and RUSH, *Homes With Character*, Unit 9, Copp Clark.

MORTON, *The Home and Its Furnishings*, Chapters 16, 17, McGraw-Hill Co. of Canada.

U.S. Department of Agriculture, Bulle-

tins on *Methods and Equipment for Home Laundry, and Stain Removal*, Superintendent of Documents, Washington 25, D.C.

Washer, dryer, and ironer booklets which came with the appliances.

Chapter 29



American Red Cross Photograph

When Someone Is Ill

A Pleasant Room. After a serious operation and several weeks in the hospital, Jean's mother was coming home. Jean and her father had shared the housework while Mrs. Miner was away. They were planning to relieve her of all household worries for a few weeks after her return home. Mrs. Miner's bed had been placed in a room on the first floor. Its location near the bathroom would make things easier for the home nurse. As Jean prepared the room for her mother's homecoming, she tried to think of ways to make it attractive. Her aunt helped her hang clean curtains and place fresh dresser scarves. They brought in an extra floor lamp so that the ceiling light would not be needed at night. Finally, they

arranged a bouquet of fresh flowers to add a colourful, cheerful touch to the room.

Disorder and clutter are annoying to one lying in bed. Everything in the sickroom should be kept neat and clean. When cleaning, work quietly and quickly to disturb the patient as little as possible. Fresh air is desirable, but avoid a draught on the patient by using a folding screen. Arrange a shelf or drawer within reach of the patient for grooming items and other needs. Place medicine bottles and other sickroom supplies out of sight. A patient dislikes constant reminders of illness.

Following the Doctor's Directions. Instructions by a doctor must be followed carefully by the home nurse.

Giving medicine is an important responsibility. Keep in mind the following suggestions:

(1) Give medicines as directed by the doctor *according to his schedule.*

(2) To be sure you give the *right* medicine, compare the label on the bottle with the doctor's written orders.

(3) If indicated, shake the bottle of liquid medicine well to mix the contents.

(4) Remove the cover and place it open side up to keep the part touching the bottle clean.

(5) *Read the label again.*

(6) Pour medicine from the side of the bottle opposite the label to keep the label clean.

(7) Accurately measure the required amount into a clean spoon.

(8) Give the medicine to the patient following it with a drink of water if it is allowed.

(9) Wipe the bottle and replace the cover.

(10) Since the *medicine* was *prescribed for one person under certain conditions, do not give it to anyone else.*

Place a tablet or capsule ordered by the doctor onto a teaspoon or saucer. Read the label again before offering the tablet to the patient.

Feeding the Sick. When ill, one often has little appetite for food, yet a good diet is important in helping to regain needed strength. Food must be served attractively to arouse interest in eating. When you are the home nurse, follow these suggestions:

(1) *Carry out the doctor's orders.* Sometimes he will suggest that the three regular meals contain small portions and that the patient be given a mid-morning and mid-afternoon snack.

(2) Serve meals at regular times. Never hurry the patient.

(3) Make the patient comfortable and allow him to wash his hands *before* you bring his tray.

(4) Make the tray attractive. Plan colourful foods and serve them on attractive dishes. A single flower or a miniature arrangement adds interest to the tray. An occasional surprise or small gift will be welcome.

(5) Glass drinking tubes are convenient for those who cannot sit up to eat. To avoid spilling, fill dishes only one-half to two-thirds full. Serve hot foods hot and cold foods cold.

(6) Serve the patient's favourite foods if the diet ordered by the doctor includes them.

29-1. Before giving medicine to a patient, be sure that you have the right medicine for the right patient. Give the right amount following the right directions, and at the time specified by the doctor.

American Red Cross Photograph



DIETS DOCTORS ORDER			
<i>Foods</i>	<i>Liquid Diet</i>	<i>Soft Diet</i>	<i>Light Diet</i>
Beverages	Milk—sweet or butter-milk coffee, tea, cocoa, carbonated beverages	Same as Liquid Diet	Same as Liquid Diet
Breads		Enriched or whole-wheat bread, soda crackers	Same as Soft Diet
Cereals	Strained gruels	Dry or well-cooked cereals	Same as Soft Diet
Dairy Products	Milk, milk drinks, cream	Same as Liquid Diet plus butter, cream and cottage cheeses, cheddar cheese dishes	Same as Soft Diet
Desserts	Ices, ice creams, custard, junket, gelatin dishes	Same as Liquid Diet plus simple cakes, plain cookies, cereal puddings	Same as Soft Diet
Eggs	Eggnogs	Soft-cooked eggs	Same as Soft Diet
Fruits	Strained fruit juices	Fruit juices, ripe bananas, cooked and canned fruits (without coarse fibres or seeds)	Fruit juices All cooked and canned fruit, ripe bananas, citrus fruits
Meats		Tender chicken, fish, ground beef or lamb	Same as Soft Diet plus tender steaks, lamb and well cooked veal, liver
Soups	Broth and strained cream soups	Same as Liquid Diet	All soups
Vegetables	Vegetable juices	Potatoes—boiled, creamed, mashed, baked or scalloped, most well-cooked vegetables, strained vegetables	Same as Soft Diet plus simple salads

Diets Doctors Order. The doctor may say, "Keep him on a soft diet." You must know which foods such a diet allows. *Liquid, soft, light or full* diets are the ones commonly prescribed. A *full diet* means that the patient may have his usual foods at regular meal times. The doctor may add "in small amounts" since the patient's lack of exercise cuts down his energy need for food.

The table on the facing page shows the common foods included in the suggested diets.

Body Temperature. For some illnesses the doctor asks for a record of the body temperature taken at certain times. Always keep a written record. Do not rely on your memory.

The so-called average temperature of the body is 98.6° F. when measured by placing a thermometer in the mouth. Normal temperatures vary from 97.2° F. to 99.4° F. While your usual temperature may vary (slightly lower in the morning and higher in the afternoon), any change from a normal reading usually means that something is wrong with your body. It is one of the first things the doctor checks. A subnormal temperature, below 97.2° F., or a fever, a temperature above 99.4° F., is a symptom of illness.

Taking the Temperature. When taking a temperature and reading a clinical thermometer: (1) wash your hands; (2) have the patient sit or lie down; (3) hold the thermometer firmly by the top and shake it so that the mercury falls to 95° F. or below; (4) rinse the bulb end in cool water



American Red Cross Photograph

29-2. This teen-aged home nurse counts her mother's pulse beat while taking her temperature. Bed rest helps conserve patient's energy and aids in recovery from an illness.

and place the thermometer in the patient's mouth under the tongue and a little to one side; (5) have him keep his lips closed, and let it remain in his mouth for 3 minutes; (6) remove the thermometer and wipe it with a piece of sterile cotton to remove any saliva; (7) holding the thermometer by the top, turn it horizontally until you can see the mercury and read the numbers; (8) record the temperature and time.

Cleanse the thermometer at once. (1) Hold thermometer by the top; (2) with cotton dipped in cool water, soap the thermometer well; (3) rinse well with fresh cotton dipped in water; (4) wash and rinse in the same manner a second time; (5) dry the thermometer with cotton and return it to its case, bulb end first.

Taking the Pulse Rate. At each heartbeat, blood sent from the heart expands the arteries slightly. This expansion can be felt in the wrist,



29-3. The home nurse is able to make her patient more comfortable by using an improvised back rest from a heavy cardboard carton. It is cut so that it can be placed at an angle behind the patient's pillow. By learning simple home nursing skills which can be safely performed at home, high school boys and girls can make a valuable contribution when someone in the family is ill.

American Red Cross Photograph

and the number of pulse beats can be counted. The rate for women is 70 or 80 beats per minute; for men about 70 beats; and for small children about 105 beats. To count the pulse: (1) have the patient lie down if possible; (2) place two or three fingers (not the thumb) on the inside of his wrist; (3) when you can feel the pulse beats, keep your eye on the second hand of a watch and count the beats for $\frac{1}{2}$ minute. Double the count to get the beats per minute. (4) Repeat to make sure the count is accurate.

Respiration. The respiration (rate of breathing) may change in illness. Healthy adults usually take 16 to 20 breaths per minute. The baby's rate is 30 to 35 per minute while a small child breathes 20 to 25 times per

minute. Try to take the respiration without the knowledge of the one who is ill. Even slight nervousness may speed up breathing. Using a watch, time the breathing for one minute. Watch the rise and fall of the chest shown by the movement of the patient's garments or the bedclothes.

Common Signs of Illness. Your mother is the one who watches for any signs of illness among members of your family. She usually decides when a doctor's services are needed. Should an emergency arise when you are baby-sitting, such a decision must be yours. You should learn to recognize certain common signs of illness. *Pain* often can be felt and can be located and described by the person who is ill. A small child may not be very helpful, so you will have to be

alert and observe the symptoms for him.

Watch for these warnings: (1) Extremely pale or flushed cheeks; (2) lack of appetite; (3) nausea; (4) lack of pep, low spirits; (5) tendency to cry and be irritable; (6) unusually bright or dull appearance of eyes; (7) rash or breaking out on the skin; (8) condition of the voice; (9) running nose; and (10) heavy, laboured breathing. A description of all such signs may be desired by the doctor when you call him.

PLAYSAFE

The home medicine cabinet may be a family hazard. Keep all first aid materials together, preferably in a compact kit not easily opened by small children. Throw away any drugs or old prescriptions for previous illnesses. Never give medicines prescribed for one person to another without a doctor's approval. *Poisons in clearly labelled bottles should be placed in a locked cabinet where children cannot reach them.*

Making a Patient Comfortable.

You can find many ways to add to the comfort of a bed patient even though you don't have regular hospital equipment. Some *do-it-yourself* items made from things found around the house follow.

Back rests may be made by arranging several bed pillows into a suitable support. A firm rest using only one or two pillows for padding may be prepared by cutting and folding a heavy cardboard carton (about 20" x 20" x 18") into a triangle as in Figure 29-6. A wash board or pastry board slipped into a pillow-case may

be propped against the headboard of the bed as a base for pillows. A small, sturdy suitcase or a folded card table can also be used in the same way for a back rest.

Bed tables with folding legs are handy for holding a tray, writing materials or hobby equipment. You can make a sturdy table by cutting an oblong cardboard carton (24" x 10" x 12") along the sides so that the corners and ends are left for support. (Figure 29-6.) The flat top of a sewing machine may be opened out over the bed as can some folding ironing boards to serve the same purpose. A smooth board or a leaf from an extension table supported by a heavy book or wooden block placed on either side of the patient's body would make a flat table surface.

29-4. A newspaper bag, pinned to the bed, is a disposable receptacle for used tissues especially when the patient has a contagious disease. The newspaper bag may be conveniently pinned to the side of the mattress.

American Red Cross Photograph





29-5. When someone is to be a bed patient for a length of time, the home nurse will find it easier to give care if the bed is raised on blocks. This teen-aged home nurse partially fills a large empty can with sand. She then places the lid of the can, which has been cut out, down on the sand to serve as a support for one leg of the bed. Four such cans will serve as bed blocks.

American Red Cross Photograph

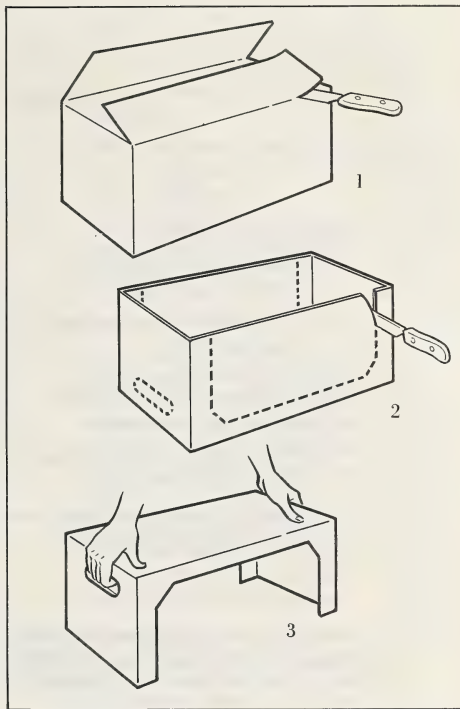
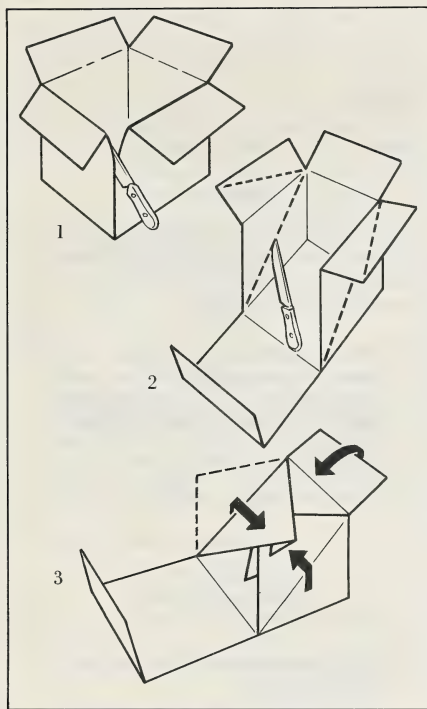
Foot supports and bed cradles, when placed under the bed covers, remove the weight of blankets on a sensitive wound or sore spot. Prepare a cardboard carton as you did for the bed table and fit it over the feet or other part of the body to bear the weight of the covers. A cloth-covered board or wooden box may be placed under the covers at the foot of the bed, where it serves as a foot support to keep the seated patient from slipping down in bed. The box should be higher than the patient's toes so that the bedclothes do not rest on the toes.

Cotton rings made from hoops of cotton or foam rubber wound with gauze bandage are used to relieve

pressure on elbows, heels or other sensitive areas. For a person in bed a long time, tender spots may be protected and bed sores prevented by similar supports made by rolling down a soft cotton or woollen stocking to form a ring or "doughnut."

Paper bags folded from old newspaper may be pinned to the side of the bed in easy reach of the patient for discards of used paper tissues or similar waste.

A table or small cabinet near the bed may hold *comb, toilet articles*, and other *personal items* within easy reach of the patient. *Magazines* and other reading matter should be at hand when the patient feels able to enjoy them. A container with *drink-*



29-6. Construction Guide for Back Rest and for Bed Table or Bed Cradle.

ing water and a glass should be close to the patient also.

When a patient must be in bed for a long time, it may be possible to borrow or rent a hospital bed. This will prove more comfortable for the sick person and be easier for the home nurse as well. It is very tiring to tend a patient in a low bed. Sturdy wooden blocks or large (No. 10) tin cans partly filled with sand may be placed under each leg of the bed to raise it to a level convenient to the nurse.

Some visitors can do much to cheer up a patient. Others do more harm than good. Unless the doctor has ordered no visitors, the home

nurse must control visits according to the patient's strength.

Emergencies. Accidents cause far more deaths than do any teen-age diseases. Every year there are approximately 600,000 injuries due to accidents. Do you know what to do in the case of an accident to yourself or others?

In meeting emergencies you need to:

- (1) Keep calm.
- (2) Know whom to call — doctor, fire department, police.
- (3) In most cases leave the injured person where he is. Cover him with a blanket. More serious injury may result from moving him.

WHAT TO DO *

Fainting

- (1) When you feel faint:
 - (a) Bend over until your head is between your knees, or
 - (b) Lie down with your head lower than your feet.
- (2) When someone around you faints:
 - (a) Loosen tight clothing.
 - (b) Keep him lying down with feet slightly higher than head.
 - (c) Call a doctor if the person does not regain consciousness soon.

Shock

Serious injury of any kind may cause shock. Paleness and often perspiration on forehead, chin, or above the mouth, and vomiting are indications of shock. Call the doctor.

To give first aid:

- (1) *Have the patient lie flat with his head level with or lower than his body. If breathing is difficult, put pillows under head and shoulders.*
- (2) Cover him with enough blankets to keep him warm until the doctor arrives.

Cuts

- (1) Let the wound bleed a little to wash out bacteria. Do not touch the wound with your hand, mouth, clothing, or unclean material.
- (2) If the skin is dirty around the wound, wash it with soap and water, stroking away from the wound. Then cover with sterile gauze. In case indications of infections develop such as unusual swelling or fever, consult a physician at once.

Poison Ivy

Learn to recognize the poison ivy plant so you can avoid touching it. Red and swollen skin, blisters, itching are indications of ivy poisoning. Treat as follows:

- (1) Without rubbing, wash carefully. Use a heavy laundry soap lather and warm water. Do not touch or let the water run to other parts of body. This spreads poison.
- (2) Rinse with rubbing alcohol.

Fire

- (1) Warn everyone in the house.
- (2) Call fire department *before* you try to put out the fire.
If your clothes catch on fire, never run. Roll up in a rug, old coat, or blanket. Roll on ground if outdoors.

Burns

Points to remember:

- (1) Keep air from burned skin to relieve pain.
- (2) Prevent infection.
- (3) For *slight burns* causing only reddened skin:
 - (a) Apply burn ointment. Cover with sterile gauze or
 - (b) Cover with sterile gauze moistened with soda solution (1 tablespoon baking soda to 1½ cups warm water). Wrap a dry towel around the wet dressing. If blisters form, do not open them.

(4) For severe burns:

- (a) Give first aid for shock. Do not put ointment on severe burns. Putting ointment on extensive burns may interfere with medical treatment.

- (b) Apply dry sterile dressing to keep air from burn.

- (c) Call a doctor.

Bleeding

Since loss of a quart of blood from an adult, and less than a quart for a child may be serious, apply pressure to stop bleeding as soon as possible.

(1) To stop nosebleed:

- (a) Have the patient sit erect with head tilted back very slightly.

- (b) Press the nostrils together for several minutes.

- (c) Wring cold water from a large towel. Apply towel to nose and face.

- (d) Keep the patient quiet. Instruct him not to talk, cough, laugh, blow his nose, or walk.

(2) To stop severe bleeding:

- (a) Put a sterile dressing on the wound and bandage to hold the dressing in place. If you do not have sterile dressing, form cloth or clothing into a pad and apply to wound, and bandage. Keep the injured person quiet.

- (b) If an arm or leg is severely cut, apply finger pressure to stop bleeding. Call doctor, as soon as possible, if the person is bleeding severely.

* Adapted from *American Red Cross, First Aid Textbook for Juniors*, Second Edition.

FOR YOU TO DO

1. Arrange with your school nurse to give a demonstration of the following:

- a. Making a bed with a patient in it.
- b. Ways of making a bed patient comfortable.
- c. Placing a bandage on a cut finger.

2. Prepare an attractive tray for a bed patient using a dainty miniature flower arrangement with suitable linens and dishes.

3. Plan and prepare a menu using only liquids; one showing a soft diet.

4. Prepare a *Box o' Tricks* for a five-year-old sick-bed child. Make or buy inexpensive puzzles, games, toys, and books allowing one for each day of the week. Wrap each one separately and label them for the days of the week. Place the gifts in a large attractive box

and have him open one at a certain time each day.

5. Pair off members of the class to practise taking temperatures, pulse rates, and respiration counts. Make sure each person can read the thermometer accurately.

6. Have class members volunteer to prepare and give skits or pantomimes centred around such characters as (1) an exacting patient, (2) a welcome sick-room visitor, (3) an efficient nurse, and (4) the family doctor.

7. Tell of any accident causing bodily injury you have seen, heard of, or read about, explaining how it could have been avoided. List ways to avoid automobile accidents and house fires.

8. What remedies would introduce bacteria into an open wound?

OTHER BOOKS AND BOOKLETS TO READ

Canadian Red Cross, *First Aid Manual*.

Canadian Red Cross Textbook, *Red Cross Home Nursing*, 95 Wellesley St. E., Toronto 5, Ontario.

DAKIN and THOMPSON, *Simplified Nursing*, Longmans, Green.

DEMING, *Home Nursing*, Copp Clark.

LONG, *Home, Health and Nursing*, S. J. Reginald Saunders.

McCULLOUGH and MOFFIT, *Illustrated Handbook of Simple Nursing*, McGraw-Hill Co. of Canada Ltd.

Metropolitan Life Insurance Company, Bulletins regarding Health and Safety, New York.



Chapter 30

New York Life Insurance Company

Fun with Family and Friends

Picnics and Outings. "Is anybody interested in a swim and picnic supper on the beach?" asked Mr. Johnston as he opened the car door. Whoops of joy from the three youngest members of the Johnston household greeted his question. The word "picnic" was a signal for action. Chuck, Mary Lynne, and Peter started packing. Chuck rounded up the swimming togs, towels, and beach ball to put into the car trunk. Small Peter, aged five, brought out the picnic basket from its special storage spot, and Mary Lynne helped her mother fill the basket with fruit, relishes, and the makings for salad and sandwiches from the refrigerator. Frozen cookies, cupcakes, or pies were always on hand in the food freezer for those spur-of-the-moment picnics.

Their father's irregular hours on Saturday seldom allowed for planning ahead.

Sometimes the Johnstons took a day's drive in the car and ate their picnic at a roadside park. In spring and autumn they hiked through the woods in the National Park near their home or fished together at a nearby lake. Roasts around their own outdoor fireplace were times of fun and good companionship. Families that play together as well as work together understand each other better.

Building an Outdoor Fire. Charcoal or wood brought from home, or fallen branches and sticks found in the woods, serve as fuel for the picnic fire. Many parks have fireplaces, but one can build a satisfactory grill from bricks or field stones. Some families



F. P. G.

30-1. The same foods are enjoyed whether it is a family picnic or a neighbourhood picnic. Preparing the foods as though the food were to be carried to a picnic site allows people to enjoy a picnic in their own yards more. Here Dad has a chance to show his talent as chef.

prefer to carry a folding metal grid along with other picnic supplies. A fire laid in good Scout fashion will burn briskly and leave a bed of glowing coals over which the food can be broiled. A do-it-yourself roast is fun and requires little preparation beforehand. A checklist of necessary supplies may be kept in the picnic basket so that necessary things like salt and matches are always remembered.

What to Eat. The smell of food cooking over an open fire adds zest to appetites. A few simple, well-prepared foods in quantities to satisfy hearty eaters are much better than too elaborate meals which demand

much attention from the outdoor cook. Choose foods your family likes, but also try new ideas once in a while.

Broiled Hot Dogs. Place frankfurters on long-handled broiling forks, pointed sticks, or in wire broilers. Hold over glowing coals until well browned. Place in long rolls, and serve with mustard, relish, or ketchup.

Pan-broiled Hamburgers or Cheeseburgers. Season and shape ground beef patties at home separating them with squares of waxed paper. For safety on hot days, have the container of uncooked hamburgers packed in

ice. At the picnic, place them in a greased, heavy frying pan over the fire to cook until brown. Hamburger patties may be wrapped securely in aluminum foil and cooked in their wrappings on top of the outdoor grill. For added safety, cook all hamburgers at the picnic although they may not be eaten there. Unrefrigerated meat spoils readily in warm weather.

Serve hamburgers with sweet pickle relish, onion slices, ketchup or mustard. To make cheeseburgers, place a thin slice of cheese on top of the hamburgers a few minutes before slipping the hamburgers into the buns.

Kabobs. String alternate cubes of meat and vegetables on pointed sticks to make kabobs. Suggestions for making different kinds follow.

- (1) Alternate cubes of *tender* beef with onion slices or small tomato halves.

- (2) Cut inch slices of frankfurter, wrap each in bacon and place on a stick.

- (3) Alternate cubes of pre-cooked ham with pineapple chunks.

- (4) Wrap cubes of cheese with bacon using toothpicks to hold the bacon in place; string on a stick.

Browned Cheese Sandwiches. Prepare cheese sandwiches at home by placing cheese between unbuttered bread slices. At the picnic spot, butter the outside of the sandwich and brown in a frying pan. Another method is to cook a slice of bacon, remove it from the griddle and brown the sandwiches on both sides in the bacon fat.

Grilled Corn. Soak unhusked corn, from which silks have been removed, in water $\frac{1}{2}$ hour. Drain and place on the grill over glowing coals, turning frequently for about $\frac{1}{2}$ hour. For a change, wrap soaked cobs in aluminum foil and place directly into coals

30-2. The travelling family can enjoy a picnic at any time and at any picnic spot along their route if they have portable picnic equipment. This car's tail-gate serves as a most convenient service table.

Photo courtesy of Better Homes and Gardens magazine





30-3. A Young Folks Yard Party menu features grill-broiled hamburgers combined in buns with sliced tomatoes and onions, canned pork and beans. Cranberry lemonade is the beverage.

National Canners Association

for about fifteen minutes. Pull back the husks and serve with butter and salt.

Roasted Potatoes. Use either white or sweet potatoes. Place well-scrubbed small or medium potatoes in aluminum foil and bake among the glowing coals for 30 to 40 minutes. Remove foil, and serve with butter, salt, and pepper.

Chili, chowder, or meat soups and stews can be prepared at home and reheated in a heavy kettle over the open fire.

Beverages can be prepared at home and carried in a thermos jug.

Desserts. Cookies, doughnuts, or cupcakes in paper cups carry well and are easy to eat at a picnic. Fresh fruits in season are the best desserts. A careful washing is all that they require before packing.

**P
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A
Y**

Never drink from springs or wells at picnic spots unless you know that the water has been tested and is marked safe for drinking. Water may look clear and sparkling and still contain dangerous bacteria

and disease organisms.

Follow directions concerning places where fires are allowed. Use care when handling matches and carefully watch any small children who may not understand the dangers of open fires. Make sure your picnic fire is out before you leave. Carelessness may cause serious forest fires.

Watch out for poison ivy. Learn to recognize its glossy three-part leaves.

**S
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E**

Good Picnic Manners. If you enjoy a clean, well-kept picnic ground, be sure to leave it that way when you are through. Burn, or place in the waste containers provided, all papers and waste. Never leave glass jars, tin cans, or melon rinds around your picnic spot.

Do not needlessly monopolize a fireplace when a park is crowded and others are seeking picnic space. Avoid taking more than your share of tables in a public park.

You'll find your parents more enthusiastic about picnics and outings if you and the other young persons

in your family do your share of preparation and clean-up. No one will feel burdened, and everyone will be ready for the fun at hand. Jobs shared in a gay, light-hearted manner scarcely seem like work.

You may picnic on someone's private property *only with permission*. Be careful not to trample plants or shrubs, pick wild-flowers, or do anything to mar the beauty of the spot where you picnic.

Picnic Home Work. Sometimes a picnic is planned where a fire cannot be built and all food must be prepared at home.

Sandwiches—Hearty sandwiches of meat, cheese, eggs, or peanut butter are best (see page 105).

Meat loaf, baked ham, casserole dishes of cheese, baked beans, scalloped potatoes or other vegetables are good picnic foods. If removed from the oven just before starting to the picnic and wrapped in several layers of newspaper or placed in heavy insulated bags, they will keep hot for some time.

Vegetables for a relish plate may be placed in a quart plastic jar with a few ice cubes to keep them crisp and cold. Such foods add colour, crunchiness, and moistness to the picnic lunch.

Salads. Potato salad (recipe on page 138) can be prepared and well chilled at home. If well-washed greens for a tossed salad (recipe on page 137) are packed around a small covered jar of ice cubes, they will stay crisp and ready to have a dressing added at the picnic.

Garden Fun. Many families in suburban and rural areas have fun making and using an outdoor fireplace or barbecue spot in patio or garden. Do-it-yourself plans for simple or elaborate arrangements may be found in household magazines. Illustrations on pages 447 - 450 indicate the possibilities.

Another shared activity which can be fun is the care of the lawn and garden. Families often enjoy working together outside and take pride in the beauty they create with Nature's help. Small children gain satisfaction in planting and tending a small garden of their own. For an older member of the family or one recently retired, a garden or lawn to tend may help in the adjustment from an active life to a leisurely one.

Flower Arranging. Fresh flowers add a pleasing bit of colour and design to the rooms in your home. You can combine the hobby of *growing flowers* with the fascinating study of *arranging* them effectively. You can give pleasure to others as you develop skill in growing and arranging flowers. As with many worthwhile hobbies, you can continue to learn and gain new appreciation of flowers.

The following are a few suggestions for beginners.

(1) The flowers you use should be in *good condition*. Select them and "harden" them overnight or several hours in a bucket of water or other deep container before arranging them.

(2) Arrange your flowers to *suit the spot* where they will be placed.



F. P. G.

30-4. Raising flowers is a hobby which requires more than a green thumb. The gardener should have a knowledge of which flowers are suited to the soil available. The gardening enthusiast also needs a knowledge of good colour combinations and design as well as the season when the plants will blossom.

If viewed from all angles, each side must be attractive; if placed against the wall, as on mantels, the back view is not so important. Arrangements on low coffee tables must be attractive as you look down upon them.

(3) *Colour harmony* should be kept in mind so that the flowers look well together, that they give the right accent to the colours in the room, and that the colour of the container is suitable for the flowers. The green of stems and leaves varies greatly from soft gray and blue green to vivid yellow green. Use care in combining

foliage from different plants so that the greens blend well.

(4) Use flowers together which are in pleasing *proportion* to each other. *Never cut all the stems the same length.* There should be good proportion between the flowers and the container, too. A general rule to follow is:

- (a) Flowers should be at least $1\frac{1}{2}$ times the height of a tall container;
- (b) Flowers should be at least $1\frac{1}{2}$ times the width of a low container such as a bowl.



F. P. G.

30-5. This teen-aged girl is learning how to make interesting flower arrangements. Imaginative and sometimes daring colour combinations may be tried depending upon the background for the bouquet. Necessary equipment for professional looking arrangements is inexpensive. With the right equipment and a few rules, one may create attractive flower arrangements.

(5) Your flower arrangements should give a feeling of *balance*. Avoid top-heavy effects; place large, full-blown flowers low in the vase and small, lighter flowers above. Informal or formal balance may be used in arranging flowers.

(6) Your arrangements need a centre of interest, sometimes called a *focal point*, or point of emphasis. Place it rather low and near the centre for the best effect. Bright or dark-coloured flowers often are used for this purpose.

(7) You can produce a feeling of movement or *rhythm* by repeating

the curve of the container in the curve of the flowers, of the branches or stems.

(8) You can avoid confusion by using as few flowers as possible to give the effect you desire. On page 454 the steps in placing flowers for an arrangement are shown.

(9) Let your arrangements show a bit of your own originality without appearing queer. Sometimes it is the way you combine materials or colours, or the way you use an unusual container which makes your arrangements distinctive.



30-6. Pin-point holders are fastened securely with floral clay in this pottery container. Daffodil leaves of varying length are placed in the holders to give height and establish the triangular line. Other foliage fills in the outline.

Cleveland Plain Dealer

30-7. Daffodils with stems cut to different lengths have been arranged to follow the same design as the foliage. The larger flowers are placed at the base.

Cleveland Plain Dealer



30-8. An arrangement should be planned to fit the spot where it is to be placed. To complete this arrangement for a tea table, more daffodils have been placed on the opposite side. For a centrepiece where all sides are visible, the arrangement should be pleasing from every side.

Cleveland Plain Dealer



(10) *Have fun at your hobby.* Don't let rules frighten you.

Arranging flowers is much easier when you have suitable equipment. Your containers need not be expensive, but they should be in keeping with the colour, size, texture, and type of flowers you are arranging. Sturdy flowers like zinnias are well suited to heavy pottery, simple metal, or rustic basket containers. Delicate flowers such as rosebuds and lilies-of-the-valley are placed in more dainty, fragile ware. Suitable containers remain part of the background; they do not call attention to themselves rather than to the flowers. Many baking dishes, bowls, and bottles found around the house are excellent for flowers. Keep several needle point holders, some chicken wire, and florist's or waterproof clay with your garden shears and containers so that you can work easily and quickly with the fresh flowers.

Flowering weeds may be placed in pottery containers or arranged with driftwood to make interesting bouquets. Wild daisies, black-eyed Susans, goldenrod, and Queen Anne's lace (wild carrot) are field flowers available in most sections of the country and suitable for use.

Many winter bouquets may be had at no expense by picking cattails, teasels, bittersweet, milkweed pods and other plants which grow in vacant lots or along country roads. Tie them in bunches and hang them with heads down to dry. Make attractive arrangements from these dried weeds and wayside materials by placing



Armour and Company

30-9. Sunday night is often a good night for the family to reserve as a strictly family night. Family members may all help in preparing supper.

them in containers of suitable texture and form.

Family Nights. Some families reserve a certain night each week or a few nights each month for fun together as a family. No other appointments are allowed to interfere with this time with the family.

Activities are varied so that each member of the family may have a voice in the evening's fun. Hobbies described in Chapter 4 may be enjoyed together. Reading aloud from well-chosen books; playing games together; popping corn, making candy, or pulling taffy afford fun for all. Listening to records or sharing favourite radio or TV programmes may be part of an evening's entertainment. A night for trimming the Christmas tree is an example of a family get-together.

Plan your vacations and special holidays to allow some time for fun with your family. You are storing up memories of customs your family ob-



Willinger for F. P. G.

30-10. Making popcorn over the open fire in a fireplace is a treat for young people and adults. There is something so taste-tantalizing about the smell of corn kernels popping.

serves on special days such as birthdays. Celebrate with a birthday cake to honour each member on his day. On Thanksgiving, Christmas and other holidays, have some part of the family celebration call to mind the origin of the day. Doing things together as a family helps your younger brothers and sisters understand and feel the happiness and security of your home.

An evening at home usually includes the preparing and serving of a snack of some kind. Is any smell of food more tempting than that of freshly popped popcorn?

Popcorn. One-fourth cup of popcorn makes about four cups of pop-

ped corn. Place corn in a wire basket with a long handle, then shake briskly over the glowing coals in the fireplace, or put popcorn, oil, and salt in a heavy pan over the kitchen range. Add a bit of melted butter and serve bowls of hot popcorn with cold, crisp apples for a quick but welcome snack.

Popcorn balls, a favourite at holiday time, are tasty at any time of the year.

Making Candy. Fudge and taffy are not hard to make, and how well we like them! Perhaps you've been disappointed by having the fudge become grainy or the taffy so sticky that you couldn't pull it. Most fail-

Popcorn Balls

18 balls

12 c. popped corn
($\frac{3}{4}$ c. uncooked popcorn)

1 c. granulated sugar
1 c. brown sugar
 $\frac{1}{2}$ c. water
 $\frac{1}{3}$ c. corn syrup
1 t. salt

1 T. butter

242° F. by candy thermometer

1. Lift the popped kernels from one pan to another leaving uncooked kernels in first pan.

2. Mix together in a saucepan and cook until a drop of syrup becomes brittle when dropped in cold water or a candy thermometer registers 242° F. Be sure the thermometer doesn't touch the bottom of pan.

3. Stir in butter enough to mix.

4. Pour syrup slowly over popped corn lifting corn from bottom so all is coated. To handle the hot corn, dip hands in cold water. Shake hands to remove excess water, then pick up syrup-coated popcorn and press into balls. When cool, wrap in waxed paper or cellophane.

ures in candy making are due to either *overcooking* or *undercooking* of the ingredients.

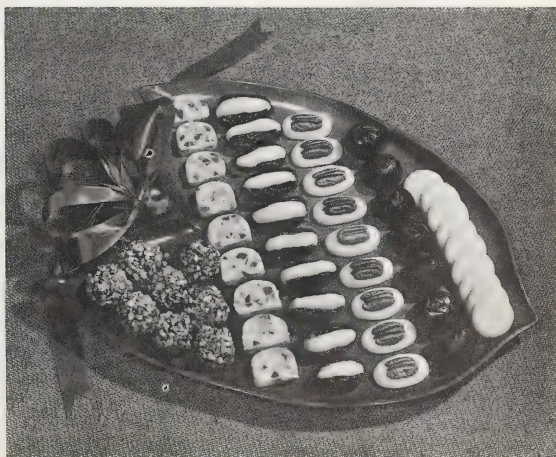
A candy thermometer helps you to know just when to remove the syrup from the heat. As the liquid evaporates, the syrup becomes heavier. *The thicker the syrup the higher its temperature becomes.* Thus the temperature indicates the thickness of the syrup and the cooking stage it has reached.

Butterscotch is brittle; *brown sugar fudge* is soft and creamy. The same ingredients are used in each. The difference in temperature to which the two are cooked causes the difference in texture.

Use the water test if you don't have a thermometer. Drop a few drops of the syrup into a glass of *ice water*. Use table, page 458, to tell if the candy has reached the right stage.

30-11. For an attractive, edible party table decoration, arrange an assortment of candies and candy-stuffed fruits on a wooden tray.

Pet Milk Company



THERMOMETER AND COLD-WATER TESTS FOR CANDY

<i>Candy</i>	<i>Temperature (Fahrenheit)</i>	<i>Cold-Water Test</i>
Fudge, panocha, fondant	234°-240°	Soft ball (forms when shaped with fingers)
Caramels and popcorn balls	242°-250°	Firm ball
Taffy to be pulled	265°-270°	Hard ball (not brittle)
Butterscotch	270°-290°	Soft crack (slightly brittle)
Lollipops and other clear brittle candies	300°-310°	Hard crack (very brittle, but not scorched)

To make soft candy creamy:

(1) Add corn syrup or cream of tartar. Corn syrup prevents the formation of large crystals. Cream of tartar changes some of the granulated sugar into a kind of sugar which doesn't crystallize as quickly.

(2) *Don't overcook the syrup.*

(3) Stir until the sugar dis-

solves. Cover for a few minutes after boiling begins; the steam will dissolve the sugar crystals which have formed on the sides of the pan.

(4) When testing, dip candy with a clean spoon to avoid returning any sugar crystals to the pan of candy. Should crystals form on sides of pan, wrap a damp cloth around fork tines to wipe crystals down.

Panocha

24 pieces

1 T. butter

236° F. on candy thermometer

1. Put the butter in a deep saucepan. Wipe the tablespoon with a piece of paper and grease the sides of the pan.

1½ c. brown sugar

1½ c. white sugar

⅛ t. salt

1 c. cream or undiluted evaporated milk

2. Put these ingredients into the saucepan. Heat over low flame. Stir until sugar dissolves. Cover pan until boiling is rapid to keep sides of pan free from sugar crystals. Cook to 236° F. or until a soft ball forms in water. Remove from heat. Cool without jarring until only lukewarm (110° F.).

1 t. vanilla

⅔ c. nuts, coarsely chopped

3. Add vanilla and beat until candy loses its gloss. Stir in nuts and pour into a buttered pan. Cut into squares.

30-12. A favourite candy with everyone is fudge. For a quick treat anytime, follow the sure-success recipe for Easy Fudge. Top fudge with pecan halves.

Pet Milk Company



Easy Fudge *

Makes 1½ lbs.

- 1½ c. sugar
- ¼ t. salt
- ⅔ c. evaporated milk
- 16 large marshmallows
(¼ lb.) or
- 2 c. midget marshmallows

- 1 package (6 oz.) semi-sweet chocolate pieces
- 1 t. vanilla

1. *Butter* an 8-inch square pan. *Put* these ingredients into a heavy 2-quart saucepan. *Mix. Stir and cook until mixture boils. Reduce heat and continue boiling slowly for 5 minutes. Remove from heat.*

2. *Add chocolate and vanilla. Stir until chocolate is melted. Pour into buttered pan. Cool. Cut into squares.*

* Adapted from a Pet Milk Company recipe.

Pulled Taffy

60 pieces (1-inch)

- 2 c. light brown sugar
- ½ c. light corn syrup
- ¼ t. salt
- ⅔ c. water

268° F. by candy thermometer

1. *Put into a deep saucepan. Cook over low heat. Stir until sugar is dissolved. Cook without stirring to the hard ball stage (page 458) or to 268° F. Remove from heat.*

- 1 t. vanilla

2. *Add vanilla and pour into a shallow buttered pan to cool.*

3. *When the edges of the candy stiffen, fold them to the centre with a spatula. Coat hands with ¼ t. butter, or dust with cornstarch in order to handle taffy easily. When cool enough to handle, pull until candy is light cream colour. Stretch and twist into rope or braid three strands. With kitchen shears, cut into 1-inch pieces.*



30-13. Guests like an informal do-it-yourself buffet meal. The hostess has the cube steaks ready to cook. Using a Lazy Susan arrangement for the relishes leaves room for other foods on the table.

Armour and Company

Hospitality. The Browns enjoy company. Their cordial welcome puts their friends at ease. That is one reason people enjoy visiting the Browns.

Have you caught that spirit in your home? Do you treat your mother's friends with courtesy and respect? Do you help your younger sister's friends feel welcome in your home? Do you make your own guests feel that you're glad they came?

Most parents are willing to have you entertain your friends especially if you help prepare for your guests and clean-up afterward. That's the agreement Marilyn Brown has with her mother, and they find it works very well.

Party Pointers. Parties are fun to attend; parties are fun to plan. Hosts and hostesses should enjoy their own parties. The following suggestions will help you and your guests have a good time.

(1) Plan all the details well in advance, and arrange your work so

that few things will need to be done at the last minute. You will then be ready to greet your guests and can keep things moving along without delay.

(2) In an average home, small parties usually are managed more easily than large ones. You can have two or three such affairs and limit your guests each time to those who get along well together. However, if you entertain a club, your church group, or school class, all members must be invited. You may extend your invitations by phone, note or visiting card for informal parties. Guests should reply to the invitation in the same way.

(3) You may use a holiday theme and plan your decorations, games, and refreshments to carry out that theme. On April Fool's Day, a backward party with invitations and eats arranged to start at the end and move toward the beginning will provide laughs and put everyone into a gay mood.

(4) Plan the kind of recreation your crowd enjoys. Easy, informal get-togethers after a school activity are popular in some communities. Arrange to bring your school friends home with you after a football or basketball game, a band concert, or an afternoon of ice or roller skating. Dancing, listening to records, or games and contests can be arranged for entertainment.

(5) Serve refreshments you can prepare in advance. They need not be elaborate or expensive. Whether they will be dainty or "filling," depends upon the time of day, the occasion and the guests. Hearty food is in order after a game or skating party. Milk and cookies serve very well as refreshments for an after-school record session. Make-your-own sandwiches and sundaes are popular with teen-agers. You provide the "makings" for sandwiches, and each guest makes his favourite combination. "Broiled Burgers" can

be prepared in advance and popped into the oven while you do other last-minute tasks. For sundaes, place ice cream in dishes and pass a tray of chocolate, butterscotch, marshmallow, fruit toppings of berries or sweetened fresh pineapple, and chopped nuts.

Buffet Meals. Marilyn Brown has found buffet meals which the guests help her prepare and then serve themselves are popular with her crowd. She can serve more of her friends at one time than she could if they had to be seated in her family's small dining-room. Most important of all, there are no awkward moments because her friends enter into the informal gaiety with great enthusiasm.

For a buffet meal, all of the foods, with the possible exception of dessert, are arranged attractively on the table with a serving spoon or fork beside each dish. Each guest takes his silverware, napkin, and a plate

Broiled Burgers

8 servings

- 1 lb. ground beef
(chuck, rump or round)
- $\frac{1}{2}$ c. chili sauce
- $\frac{1}{3}$ c. milk
- $\frac{1}{2}$ t. salt
- $\frac{1}{8}$ t. pepper
- 1 t. minced onion

6 to 8 minutes in broiler

1. Mix meat and seasonings until mixture seems moist and easy to spread.

8 sandwich buns (toasted if desired)

Prepared mustard

2. Slice buns in half. Spread cut sides with mustard. Then add $\frac{1}{2}$ inch layer of meat mixture pushing it well over the edges of the buns as it will shrink in broiling.

Place on the broiler pan about 3 inches below flame. Broil 6 minutes for medium rare or 8 minutes for well done. Serve at once.

from those provided and helps himself from the foods spread out on the buffet table. Sometimes the hostess has two of her friends help her serve the main dish and the beverage at the table. Occasionally the boys serve the girls at school parties. Often trays are provided, and each guest then may seat himself anywhere he chooses. The hostess may have small tables placed near chairs in the living-room to help her guests eat in comfort.

Second helpings of food and dessert may be either passed to the guests or placed on the buffet table. After eating, the guests may take their trays back to the table. The host or hostess then carries them out to the kitchen.

Foods for Buffet Service. Foods eaten with a fork or spoon are suitable for serving buffet style. Butter

the bread or rolls before the guests arrive so that no knives will be needed. You can keep hot foods warm in electric casseroles or chafing dishes, or in serving dishes arranged over special candle or spirit lamps. Foods which require immediate service are unsuitable for a buffet meal. Of course, waffles which can be baked at the table, or other foods cooked in a chafing dish or on a grill are exceptions.

Any informal meal — breakfast, luncheon or supper — may be served buffet style. Late evening snacks or midnight suppers often are served in this way.

Buffet Lunch or Supper. Casserole dishes (pages 108 - 117) are a favourite for buffet meals. The heavy dish in which they are baked keeps foods hot for a long time. *Creole of beef* is a hearty food for buffet service.

Creole of Beef

4 servings	350° F. oven	40 minutes
2 qts. boiling water	1. Cook macaroni in boiling salted water about 9 minutes. Drain well.	
1½ t. salt		
¼ c. macaroni		
2 t. salad oil or other fat	2. Brown vegetables lightly in oil. Add meat. Stir to break it into fine pieces. Brown.	
1 small onion, minced		
½ c. celery, diced		
3 T. green pepper, chopped		
½ lb. ground beef		
1 can condensed tomato soup	3. Mix in soup and water or tomato juice. Simmer five minutes. Arrange macaroni and meat mixture in layers in a buttered baking dish.	
¾ c. water or tomato juice		
½ c. shredded sharp Canadian Cheese	4. Top with cheese during the last 20 minutes of baking. Serve hot.	

Fruit Drinks. On hot days no beverage is more refreshing than an ice-cold fruit juice drink if it is not too sweet. There are many interesting flavour combinations to try. Syrup used as the basis of such beverages may be made in quantity and kept in

the refrigerator. This makes it easy for you to serve a cool fruit beverage on short notice. For *frosted fruit drinks*, drop a spoonful of orange, pineapple or mint ice into a glass of fruit beverage. To frost the glass, put sugar on rim; refrigerate glass.

Syrup for Fruit Beverages

1½ c. sugar
1½ c. water

Makes 2 cups

1. Put in a saucepan. Heat to the boiling point. Cool and store in covered container in the refrigerator.

Fruit Drinks Made with Syrup

Lemonade

4 cups

¾ c. syrup
¾ c. lemon juice
(about 4 lemons)

2½ c. ice water

Orangeade

4 cups

½ c. syrup
1½ c. orange juice
(4 - 5 oranges)

⅓ c. lemon juice (2 lemons)
1½ c. ice water

Quickies from Frozen and Bottled Juices

- (1) 1 can each of frozen lemonade or limeade and frozen orange juice.
- (2) 1 can each of frozen grape juice and frozen lemonade.
- (3) 2 cans frozen grape juice and 1 quart ginger ale.
- (4) *Sunshine Punch*:*
 - 1 6-ounce can each of frozen orange juice and frozen lemonade.
 - 1 13-ounce can apricot nectar.
 - 2½ c. (20-ounce can) crushed pineapple or sweetened juice.
 - Pour over block of ice in punch bowl and garnish with orange slices and mint sprigs. (If desired, add 1 qt. ginger ale.)

* Adapted from a recipe in *Better Homes and Gardens Cook Book*.

Snack Treats. A wide variety of foods, some sweet, some salty, may be served with milk, cocoa, or fruit juice beverages. Cookies and other sweets are suitable for service at

teas or receptions. The Toasted TV Treats are good with tomato juice or fruit cup appetizers and may be served with the salad course as a crunchy tidbit.

Chocolate Mounds *

30 pieces

- | | |
|--|---|
| <ul style="list-style-type: none">1 six-oz. package semi-sweet chocolate bits$\frac{1}{4}$ c. light corn syrup$\frac{1}{4}$ t. salt2 T. butter or margarine | <ul style="list-style-type: none">1. Place all ingredients but cereal into top of a double boiler. Heat over hot water until chocolate is melted. Remove from heat. |
| <ul style="list-style-type: none">2 c. sweetened corn flakes | <ul style="list-style-type: none">2. Add sweetened corn flakes. Stir gently until evenly coated. Drop by teaspoonfuls onto waxed paper. Shape into mounds with fingers. Cool until firm. Store between layers of waxed paper in a cool place. |

* Adapted from a Cereal Institute recipe.

Toasted TV Treats *

8 cups

- | | |
|--|--|
| <ul style="list-style-type: none">$\frac{1}{3}$ c. butter or margarine1 t. salt (suit taste)2 c. bite-size ready-to-eat wheat cereal2 c. bite-size ready-to-eat rice cereal1 c. ready-to-eat corn or oats cereal2 c. thin pretzel sticks$\frac{1}{2}$ lb. mixed nuts | <p>250° F. oven</p> <p>1 hour</p> <ul style="list-style-type: none">1. Heat oven. Melt table fat in long dripping pan or roaster. Mix in salt and other seasonings as desired. Stir with a wooden spoon every 15 minutes to blend well. Serve hot or cold.2. If placed in tightly covered container, the mixture will keep for several weeks. For a change, season with Worcestershire sauce, or garlic salt. |
|--|--|

* Adapted from a Ralston Purina recipe.

FOR YOU TO DO

1. Plan a *cook-out meal* for your family. List the foods to be served. What supplies other than the food will you need to take on a picnic where you will have an outdoor fire in a park?

2. Plan a *birthday party* (buffet style) to give for one of your friends. Draw a diagram of the buffet table. Describe your decorations and list the menu that you would serve. List the games or describe the entertainment your school friends would enjoy.

3. List the silver, glassware, china,

and linens you will need to make your buffet table attractive.

4. Appoint a party scrapbook committee in your class. Have each member bring to class as many suggestions as possible of teen-age party plans for all occasions. Ask them to clip pictures from old magazines showing foods to serve, favours, decorations, stunts, and games to play. The committee should sort the ideas according to months and mount them in a class scrapbook to keep on file for reference.

5. Prepare and serve a buffet meal to the teachers in your school.

6. With the help of parents, arrange and serve an *International Luncheon* featuring foods of several nationality groups in your community.

7. Plan five games or activities to keep your younger brothers and sisters contented while on a long auto or train trip.

8. Plan an evening of fun for your family. Report to class on the results.

OTHER BOOKS AND BOOKLETS TO READ

BETZ, *Betty Betz Party Book*, George J. McLeod.

CUTLER, *Junior Flower Arranging*, George J. McLeod.

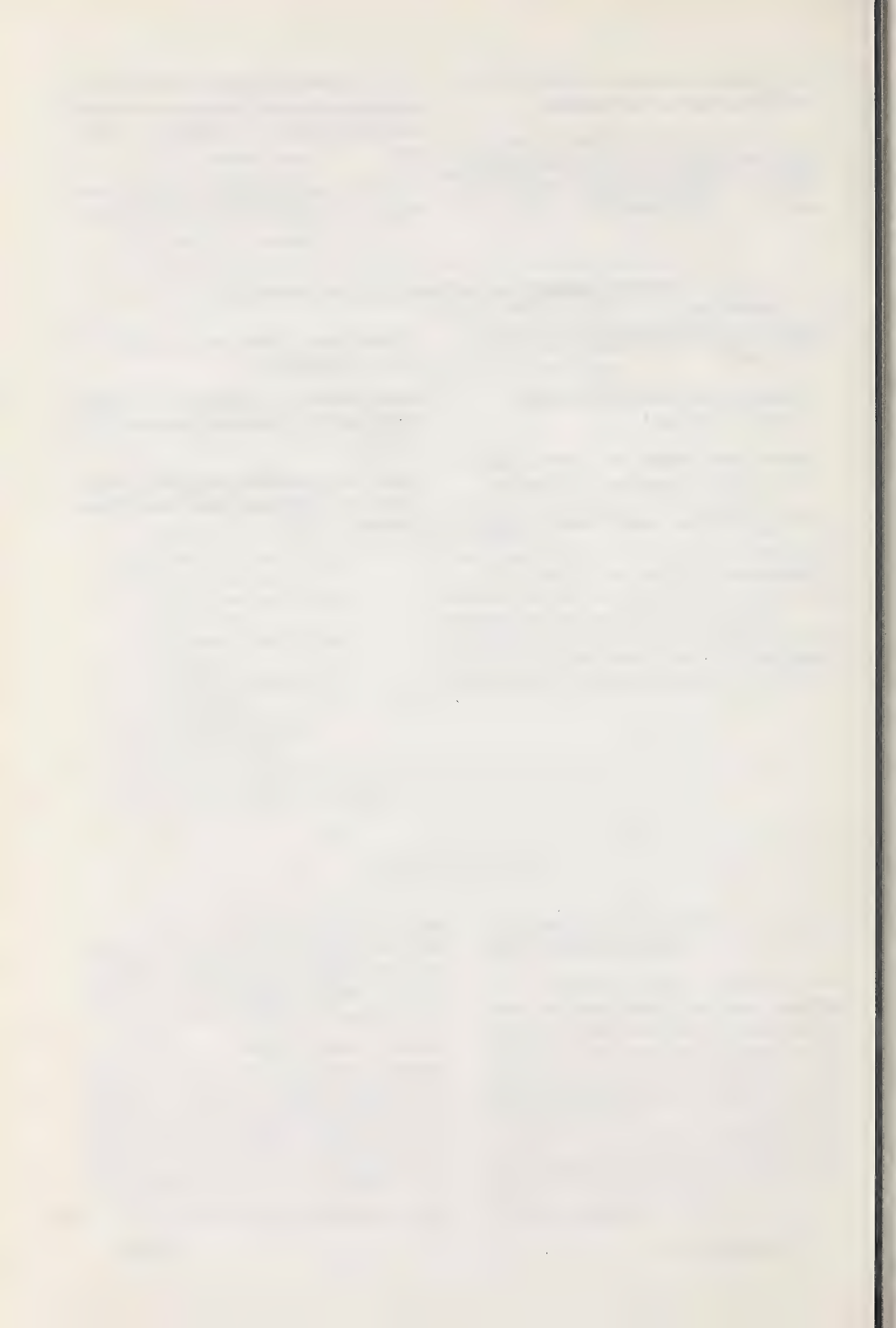
KITTLE, *Easy Ways to Good Flower Arranging*, Macmillan of Canada.

LEWIS, PECKHAM and HOVEY, *Family*

Meals and Entertaining, Unit VI, Brett-Macmillan.

Science Research Associates, *Growing Up Socially*, Thomas Nelson & Sons (Can.).

Society of American Florists, *Flowers and You*, Sheraton-Park Hotel, Washington 8, D.C.



APPENDIX

TABLES and OTHER REFERENCES

Guides for Food Buying. In buying foods to good advantage, you need to know how many cupfuls in a pound or package of various foods. In buying nuts in the shell, you need to know the amount of nut meats they will give. This table will help you to buy the right quantity of each food.

Remember that many packaged

foods weigh less than a pound, the weight being expressed in ounces. Also remember that there are 16 ounces to a pound. If a package weighs 12 ounces, for example, the measure of the package will be $\frac{3}{4}$ of the measure given in the table. If it weighs 10 ounces, its measure would be $\frac{5}{8}$ of the measure given in the table.

FOOD MEASURES

<i>Food 1 pound</i>	<i>Approximate Measure</i>	<i>Food 1 pound</i>	<i>Approximate Measure</i>
Almonds in shell	1½ cups	Lard	2 cups
Almond meats, blanched ..	3 cups	Marshmallows, large	64
Apples, medium	3 pared	Oranges	2
Apricots, dried	3 cups	Peanut butter	2 cups
Bananas, medium	3 - 4	Peanut meats	3¼ cups
Beans, navy, dried	2⅓ cups	Pecan meats	4¼ cups
Bread crumbs, day old	10 cups	Prunes	
Bread crumbs, dry	5 cups	uncooked	2¼ cups
Butter or margarine	2 cups	cooked, pitted	2 cups
Cheese, Canadian	4 cups	Raisins, seeded	3¼ cups
	grated	seedless	2¾ cups
Cheese, cottage	2 cups	Rice, whole grain	2¼ cups
Cocoa	4 cups	Soft shortening	2½ cups
Cocoanut, shredded	7 cups	Sugar, brown, packed	2¼ cups
Coffee, ground	5 cups	icing	3½ cups
Cornmeal	3 cups	granulated	2¼ cups
Flour, all purpose	4 cups	Walnuts in shell	12⅓ cups
cake	4¾ cups	meats	
whole wheat	3¾ cups	Walnut meats	4½ cups

Buying Canned Foods. Net contents of foods inside the can *are always on the labels.* Look for the

net contents when you are buying a canned food. Can sizes in common use follow.

In addition to net content, the label may give such helpful information as the style of pack (whole, halved, sliced, or diced), liquid in which food is packed (water, fruit juice or syrup), the thickness of syrup, number of pieces or servings, and recipes.

Canned foods differ in price due mainly to appearance, quality, size, and uniformity of size. If a low priced food has good nutritive value and flavour but is packed in an irregular size and shape can, it may be a good buy.

CAN SIZES IN COMMON USE *

<i>Approximate Net Contents</i>	<i>Approximate cups</i>	<i>Products commonly found in can size</i>
5 fl. oz.	$\frac{3}{8}$	Infant foods, mushrooms
6 fl. oz.	$\frac{3}{4}$	Fruit and vegetable juices, tomato paste
10 fl. oz.	$1\frac{1}{4}$	Soups, juices, fruits, vegetables
12 fl. oz.	$1\frac{1}{2}$	Asparagus, whole kernel corn
15 fl. oz.	$1\frac{3}{4}$	Fruits, vegetables, juices, beans, spaghetti
20 fl. oz.	$2\frac{1}{2}$	Vegetables, fruits, juices, miscellaneous products such as beans and spaghetti
28 fl. oz.	$3\frac{1}{2}$	Tomatoes, soups, sauerkraut, pumpkin, beans
48 fl. oz.	6	Fruit and vegetable juices, soups, whole chicken
105 fl. oz.	12	Fruits, vegetables. Institutional or restaurant size.

* Adapted from Canada Department of Agriculture booklet, *Buy by Grade*.

TIMETABLE FOR COOKING VEGETABLES *

Vegetable	Fresh			Frozen*****
	Boiling**	Pressure Cooking*** 15 pounds pressure	Baking****	Boiling
	Minutes	Minutes	Minutes	Minutes
Asparagus, whole or butts tips	10 to 20 5 to 15	½ to 1½ ½ to 2		5 to 10
Beans, lima, green Beans, snap, whole or 1 inch pieces	20 to 30 15 to 30	1 to 2 1½ to 3		6 to 10 12 to 18
Beets, new, small, whole old, small, whole Beet greens	30 to 45 45 to 90 5 to 15	5 to 10 10 to 18	350°F. 40 to 60 40 to 60	6 to 12
Broccoli, stalks and buds	10 to 20	1½ to 3		5 to 8
Brussels sprouts, whole	10 to 20	1 to 2		4 to 9
Cabbage, green, quartered shredded	10 to 15 3 to 10	2 to 3 ½ to 1½		
Carrots, young, whole matured, sliced	15 to 25 15 to 25	3 to 5 3	350°F. 35 to 45	5 to 10
Cauliflower, flowerets whole	8 to 15 20 to 30	1½ to 3 10		5 to 8
Celery, diced	15 to 20	2 to 3		
Chard, Swiss	10 to 20	1½ to 3		8 to 10
Corn, on cob	3 to 15	0 to 1½		3 to 4

Vegetable	Boiling	Pressure Cooking	Baking	Boiling
Eggplant, sliced	10 to 20			
Kale	10 to 25			8 to 12
Okra, sliced	10 to 20	3 to 4		
Onions, small			350° F.	
whole	15 to 25	3 to 4		
large, whole	20 to 40	5 to 8	50 to 60	
Parsnips, whole	20 to 40	9 to 10	30 to 45	
Peas, green	8 to 20	0 to 1		5 to 10
Potatoes,			400° F.	
sweet, whole	25 to 35	5 to 8	30 to 45	
white, medium,				
whole	25 to 45	8 to 11	45 to 60	
Rutabagas, diced	20 to 30	5 to 8		
Spinach	3 to 10	0 to 1½		4 to 6
Squash, Hubbard,			375° F.	
serving sizes	20 to 40	6 to 12	40 to 60	
Squash, summer,				
sliced	10 to 20	1½ to 3	30	10 to 12
Tomatoes	7 to 15	½ to 1	15 to 30	
Turnips, whole	20 to 30	8 to 12		
sliced	15 to 20	1½		8 to 12

* Data adapted from *Handbook of Food Preparation*, revised, *Timetable for Cooking Vegetables*, American Home Economics Association, and *Home Freezing of Fruits and Vegetables*, U. S. Department of Agriculture.

** For the amount of water to use in cooking vegetables, see pages 127, 128.

*** In cooking vegetables in the pressure sauce pan consult directions accompanying your pressure pan.

Salt vegetables before cooking. With very little cooking water, use ½ t. salt per pound of vegetable.

The time of cooking vegetables varies with variety, maturity, time held since harvesting, temperature at which held since harvesting, size of whole vegetables or vegetable pieces. Avoid overcooking, see page 128.

**** Bake vegetables — scalloped, whole, or in large pieces — 350° F. to 400° F.

***** Frozen vegetables — Cook in salted water or in oven, see page 133. Count time after water returns to boiling point.

TIMETABLE FOR BRAISING MEATS *		
Meat	Approximate Weight and Thickness	Approximate Time, Hours
Beef, Pot roast (rump, chuck, heel of round)	3 to 5 pounds	1¾ to 3
Flank steak	1½ to 2 pounds	1¼ to 1½
Stew	1½-inch cubes	1¾ to 2
Lamb, Shoulder, rolled	3 pounds	2
Shoulder chops	¾ inch	¾
Stew	1½-inch cubes	1¼ to 1½
Veal, Shoulder, rolled	3 pounds	2¾
Chops	¾ inch	½
Stew	1-inch cubes	1¼ to 1½
Pork, Shoulder steaks	¾ inch	¾ to 1
Rib and loin chops	¾ to 1 inch	1
Spareribs		1½ to 2½

* Adapted from *Meat, How to Buy, How to Cook*, Canada Department of Agriculture, Ottawa.
 Note: As directed for *Swiss Steak* (page 151) after browning on top of stove, meat may be simmered in covered pan on top of stove or in oven, 300° F.

TIMETABLE FOR BROILING MEATS *		
Meat	Approximate Thickness	Approximate Time, Minutes
Beef steaks	¾ to 1 inch 1½ inch	18 26
Ground beef patties	¾ inch	14
Lamb chops	¾ inch	14
Ground lamb patties	1½ inch ¾ inch	22 14
Ham slice, Uncooked	1	20
Cooked	1	10
Liver, calf, beef, lamb	½ inch	12

* Adapted from *Meat, How to Buy, How to Cook*, Canada Department of Agriculture, Ottawa.
 Note: The timetable is for well done meats.

**TIMETABLE FOR ROASTING MEAT * —
OVEN TEMPERATURE 325° F.**

Meat	Approximate Weight	Internal Temperature**	Approximate Time, Hours
Beef***, standing rib (with bone)	4 pounds		
Rare		140°F.	1¾
Medium		150°F.	2
Well done		170°F.	2¼
Lamb, leg	6 to 7 pounds	180°F.	3
Half leg	3 to 4 pounds	180°F.	3¼ to 3½
Shoulder	3 pounds	180°F.	2
Shoulder, boned and rolled	4 pounds	180°F.	2¾
Pork****, cured			
ham, whole	12 pounds	170°F.	5
Half	6 pounds	170°F.	3½
picnic shoulder	6 pounds	170°F.	3½ to 3¾
Pork, fresh, leg	6 pounds	185°F.	4½
other cuts	5 pounds	185°F	3½ to 3¾
Veal, leg or loin	5 pounds	180°F.	3 to 3¼
Shoulder	6 pounds	180°F.	4
Rolled shoulder	3 pounds	180°F.	2¾

* Adapted from *Meat, How to Buy, How to Cook*, Canada Department of Agriculture, Ottawa.

** Measured by roast-meat thermometer.

*** If *rolled* roast (bone removed) increase time about 30 minutes.

**** For fully cooked hams or picnics, follow directions on package.

Note: Internal temperature is for well done meats except where otherwise specified.

RECOMMENDED DAILY CALORIES FOR CANADIANS*

Person	Body Weight	Age	Calories	Person	Body Weight	Category of Activity	Calories
Children	11 lbs.	1- 3 mos.	600	Women	125 lb.	Maint.	1900
	16 lbs.	4- 6 mos.	800			A	2400
	20 lbs.	7-11 mos.	900			B	3100
	29 lbs.	1- 3 yr	1300			C	3600
	38 lbs.	4- 5 yr.	1700			D	4100
	45 lbs.	6 yr.	1700				
	57 lbs.	7- 9 yr.	2100	Men	150 lb.	Maint.	2200
Girls	77 lbs.	10-12 yr.	2500			A	2700
	108 lbs.	13-15 yr.	2600			B	3500
	110 lbs.	16 yr.	2300			C	4100
	120 lbs.		2400			D	4700
	130 lbs.		2600				
	120 lbs.	17-19 yr.	2400				
	130 lbs.		2600				
Boys	108 lbs.	13-15 yr.	3100				
	120 lbs.	16 yr.	3400				
	130 lbs.		3600				
	140 lbs.		3800				
	135 lbs.	17-19 yr.	3600				
	145 lbs.		3800				

* Adapted from Hiltz: *Fundamental Nutrition in Health and Disease*.

Note: Under "Category of Activity", Maint., A, B, C, and D refer respectively to Maintenance, Average Very Light Work, Average Light Work, Average Moderate Work, and Maximum Sustained Effort.

Note: The figures given for caloric intakes do not take into account decrements recommended for people over 35 years of age.

Note: For children heavier than weights given, use adult standards plus an allowance for activity.

The daily calorie intakes suggested in the above table are considered to apply to persons normally vigorous and living in a temperate climate. The recommended number of daily calories can be obtained by eating a variety of foods which also supply the recommended daily intake of nutrients.

The Canadian Council on Nutrition recommends that calorie allowances be adjusted to the actual need of the body so that the person may reach and maintain his desirable weight. Adjustments are made for variations in body build, age, and physical activity.

A TABLE TO HELP YOU COUNT CALORIES QUICKLY

Food	Approximate Measure	Calories	Food	Approximate Measure	Calories
CEREAL PRODUCTS			DAIRY PRODUCTS		
Refined					
Bread	1 slice	80	Butter	1 teaspoon	35
Cereal, cooked	½ cup		Margarine		
Cereal product, cooked	½ cup		Cheese, cheddar type	1 inch cube	125
Cereal, ready cooked	½ to 1 cup*		Cheese, cottage, skim	½ cup	95
Crackers, soda	3		Cream, heavy	⅔ cup	75
Griddle Cake	1, 4 inch diameter	105	Cream, light	⅔ cup	60
Popcorn	1½ cups		Custard	½ cup	150
Macaroni, cooked	½ cup		Egg	1 medium	80
			Ice cream, plain	¾ cup	190
Whole Grain and Enriched			Milk		
Bread	1 slice	80	buttermilk, skim	1 cup	85
Cereal, cooked	½ cup		dry, skim	1 tablespoon	30
Cereal, ready cooked	½ to 1 cup*		evaporated, undiluted	½ cup	170
Crackers, Graham	2		whole	1 cup	165
CHOCOLATE AND COCOA			DESSERTS		
Chocolate, unsweetened	1 ounce	140	Cake,		
Beverage, all milk	1 cup	240	chocolate	1 cube,	250
Chocolate milk	1 cup	185	frosted	2½ inch	350
Chocolate syrup	1 tablespoon	40	cupcake	2¾ inch	130
Cocoa, dry	1 tablespoon	25	Cookies, plain	2 medium	175
Beverage, all milk	1 cup	235	Custard, baked	1 cup	285
			Doughnut, cake type	1	135
			Pie, 9-inch		
			apple	¼ pie	330
			crust, single	¼ pie	110
			lemon meringue	¼ pie	300
			Puddings,		
			cream fillings	½ cup	150

* Equal weights. Some ready-to-eat cereals are more compact than others.

Food	Approximate Measure	Calories	Food	Approximate Measure	Calories	
FATS			Other, fresh or canned			
Bacon	2 slices	105		½ cup	55	
Fat	1 tablespoon		GRAVY			
Mayonnaise	1 tablespoon		WHITE SAUCE	¼ cup	105	
Salt Pork	1 inch cube		LEGUMES, DRIED			
French dressing	2 tablespoons		Cooked			
FISH			Beans, peas	½ cup	100	
Cod, haddock cooked	1 medium serving	55	Soybeans	½ cup	105	
Halibut, herring, tuna, white fish, cooked	1 medium serving	115	MEAT, COOKED			
Salmon canned	1 medium serving	125	Beef, lamb, veal hamburger	1 medium serving	240	
FRUITS				1 3 oz. pattie	315	
Fresh			stew	1 cup	250	
Apple	1 medium	75	Chicken,	1 medium serving	150	
Banana	1 small	90	Liver	1 small serving	125	
Cantaloupe	½, 4½ inch diameter	30	Luncheon meats, dried beef frankfurter luncheon roll minced ham sausage	2 slices ½ 1 ounce 2 slices 2 slices	85	
Citrus			Pork chop, without bone ham	3 ounces 1 medium serving		285
Orange	1 small	45				280
Grapefruit	½ medium		NUTS			
Juice	½ cup		Almonds	12-15 meats	90	
Lemon	1 large		Peanuts	16 meats		
Yellow, fresh		Peanut butter	1 tablespoon			
Apricots	2 or 3	Pecans	12 halves			
Peach	1 medium	Walnuts	8-15 halves			
Plums	3					
Canned, sweetened (above fruits)	1 serving	95				
Dried, sweetened						
Other, dried		80				
Dates	3 or 4					
Small figs	1½ or 2					
Raisins	¼ cup					

Food	Approximate Measure	Calories	Food	Approximate Measure	Calories
SWEETS					
Sugar, jelly jam, syrup, honey	1 tablespoon	55	Broccoli, cooked	2/3 cup	30
Gelatin dessert, plain	1 serving		Carrots, cooked		
Fondant or mints, plain	1/2 ounce		Leaves, spinach, kale, turnip, others cooked		
Soft drink	6 ounce bottle				
Candy bar, chocolate coated	2 ounces	290	Green beans, cooked,	1/2 cup	25
Cola type, carbonated beverage	1 cup (8 oz.)	105	Peas, fresh, cooked, canned	1/2 cup	70
Molasses, sorghum	1 tablespoon	50	Sweet Potato, cooked	1/2 large	140
VEGETABLES			White Potato, cooked chips	1 small 1 1/4 oz. package	85 195
Cabbage, cooked	2/3 cup	25	French fried	1 serving	190
Sauerkraut			Tomato, fresh, canned or juice	1 small or 1/2 cup	20
Cabbage, raw	1 cup	15	ketchup	2 1/2 tablespoons	45
Cauliflower, cooked	2/3 cup		Beets, eggplant, onions, cooked	1/2 cup	40
Corn, cooked	1/2 cup	85	Celery	2 pieces	10
Parsnips, cooked	1 large		Cucumber	8 slices	
Asparagus, cooked	2/3 cup	20	Lettuce	1/8 head	

Adapted from a *Short Method of Dietary Analysis* written and compiled by Dorothea Turner for the American Dietetic Association, Chicago University Press.

Note: The accuracy of the values in this table has been compared with the usual method of calculating food values separately and found to be accurate to a high degree. In no instance was the difference greater than 2.5 per cent. All data in this table ending in 0 or 5 make it possible to count calories quickly.

Note: Compute the energy value of a dish made up of a combination of foods such as macaroni and cheese or a creamed vegetable by adding the energy value of each part. This plan is followed in calculating the energy value of an egg and cheese sandwich on page 181.

YOU — A LIKABLE TEEN-AGER

FILMS

ASSOCIATION FILMS, Headquarters: 347 Madison Ave., New York 17, N. Y.

1. *Dating Do's and Don'ts*, Sd., 13½ min.
Important questions of dating portrayed.
2. *Table Manners*, Sd., Colour, 11 min.
Basic rules for conduct at the dinner table.
3. *Touch of Magic*, Sd., Colour, 13 min.
Ideas for gift wrapping and party decorations.

CORONET INSTRUCTIONAL FILMS, Coronet Building, Chicago 1, Ill.

Act Your Age, Sd., Colour 13½ min.
How to overcome childish ways.

McGRAW-HILL FILMS, Text-film Dept. McGraw-Hill Book Co., 330 West 42nd St., New York 36, N.Y.

1. *The Griper*, Sd., 10 min.
Discussion of the Griper as a type of personality.
2. *Habit Patterns*, Black and white, Sd., 20 min.
Good and bad phases of human behaviour.

FILMSTRIPS

EDUCATIONAL FILM DISTRIBUTORS, 577 Jarvis Street, Toronto 5, Ont.
Colour, silent, captions and title frames.

1. *Dating Daze* 32 fr.
Discusses what makes a good date.
2. *Making Friends* 31 fr.
Stresses social growth, lists steps to learn how to be popular.
3. *Using Your Time and Ability* 33 fr.
Concerns mental growth, development of personal interests and abilities.
4. *You and Your Growth* 30 fr.
Gives reasons for clumsiness, voice and skin changes, hunger, and laziness.
5. *Your Family and You* 32 fr.
Presents common situations occurring in family life.
6. *Your Feelings* 31 fr.
Deals with emotional growth, gives suggestions to "act your age."

NATIONAL FILM BOARD OF CANADA, P.O. Box 6100, Montreal 3, Quebec.
(Branches in each province.)

Careers in Home Economics, Black and White, 46 fr.

YOUNG AMERICA FILMS, INC., 18 East 41st Street, New York 17, N. Y.
Getting Along with Others, colour, captions, silent.

1. *Personal Relationships* 41 fr.
Discusses courtesy which includes friendliness, sincerity, appreciation.
2. *School Functions* 36 fr.
Deals with behaviour at assemblies, parties, sports.
3. *Table Manners* 40 fr.
Emphasizes making table companions more comfortable.

4. *You're in Public* 34 fr.
Treats of behaviour on the bus and street, at the movies, and visiting.
5. *You're on a Trip* 40 fr.
Hints to teen-agers about travelling.

FOODS YOU LIKE AND NEED

FILMS

ASSOCIATION FILMS, Headquarters: 347 Madison Ave., New York 17, N. Y.
(Branch Film Libraries in many large cities.)

1. *Can You Carve?* } Sd., Colour, 26 min., free loan.
The ABC's of Beef Cookery }
Methods of cooking and carving meats.
2. *Festival of Cheese Recipes*, Sd., Colour, 20 min., 2 reels, free loan.
Cheese in main dishes, sandwiches, salads and sauces for every meal.
3. *Let's Talk Turkey*, Sd., Colour, 22 min., 2 reels.
Ways of preparing birds of meal size to large 25 pounders.
4. *Spring Chicken Year-'Round,* } Sd., Colour, 27 minutes.
Easy as Pie. }
Ways to prepare poultry and many variations of pie.
5. *Table Manners*, Sd., Colour, 11 min.
Basic rules for conduct at the dinner table.
6. *Treasures for the Making*, Sd., Colour, 20 min.
Do's and don'ts of jelly making.
7. *Weight Reduction Through Diet*, Sd., Colour, 20 min.
Diet affects weight.

CANADIAN WHEAT BOARD, 423 Main Street, Winnipeg 2, Manitoba.
Canadian Wheat, Sd., Colour, 33 min.
The Story of the Growing and Handling of wheat.

ENCYCLOPAEDIA BRITANNICA FILMS (CANADA) LTD., 67 Kipling Ave.
S., Toronto 18, Ont.

1. *Foods and Nutrition*, Sd., 11 min. (also filmstrip).
Use of food nutrients throughout the body.
2. *Home Cookery of Fish*, Sd., 11 min.
Broiling, boiling, and baking of fish.
3. *Milk*, Sd., 11 min.
Milk—its handling, distribution and use.
4. *Principles of Baking*, Sd., 11 min.
Methods of baking bread, pies, and cakes.
5. *Principles of Cooking*, Sd., 11 min.
Application of broiling, frying, boiling, roasting, and steaming to various foods.

GENERAL MOTORS CORPORATION, Department of Public Relations, Film
Sec., G.M. Building, 3044 W. Grand Blvd., Detroit 2, Mich.
Frozen Freshness, Sd., Colour, 30 min.
Methods for quick-freezing foods in the home, and cooking frozen foods.

IDEAL PICTURES, INC., 58 East South Water Street, Chicago 1, Ill.

What's New in Cooking, Sd., 30 min.

Use of freezer, roaster oven, automatic pressure cooker, electric blender.

MODERN TALKING PICTURE SERVICE, INC., Headquarters: 3 East 54th St., New York 22, N. Y. (Branches in many large cities.)

1. *The Big Kitchen*, Sd., Colour, 26 min.

Growing of food all over U.S.A.

2. *Citrus—Fresh for Health*, Sd., Colour, 14 min.

Shows the growing and packing of citrus fruits; their value in the diet.

3. *The Magic Shelf*, Sd., Colour, 22 min.

Many uses for canned meats.

4. *Quick Meals from the Freezer*, Sd., Colour, 17 min.

Complete menus, using frozen foods, emphasizing flash-frozen meats.

UNITED WORLD FILMS, INC., 1445 Park Avenue, New York 29, N. Y.

(Offices also in Chicago, Atlanta, Dallas, and Los Angeles.)

1. *It's Lamb Time*, Sd., Colour.

Concerns thrifty cuts of lamb and their nutritional value.

2. *Our Mrs. Fix-It*, Sd., Colour.

Shows how to vary pot roasts and stews with different seasoning and vegetables.

3. *Pork 'Round the Clock*, Sd., Colour.

Deals with cuts of meat and problems homemakers face.

4. *The Right Track*, Sd., Colour.

Concerns nutrition with emphasis upon the place of meat in menus.

5. *Thanks to Beef*, Sd., Colour.

Gives advice to a discouraged homemaker trying to plan a meal.

6. *Treasure for Your Table*, Sd., Colour, 25 min.

How fine china, silver, and glass are made.

YOUNG AMERICA FILMS, INC., 18 East 41st Street, New York 17, N. Y.

1. *Cooking—Kitchen Safety*, 11 min.

Reminder of common kitchen hazards.

2. *Cooking—Measuring*, Sd., 15 min.

3. *Cooking Terms—Sd.*, 10 min.

Common food preparation terms in story form.

FILMSTRIPS

GENERAL MILLS, Betty Crocker Film Library, 9200 Wayzata Blvd.,

Minneapolis 26, Minn. Duty free if marked for educational purposes.

1. *All About Pie*, 73 frames, Colour.

2. *Better Biscuits*.

3. *Breads You Bake with Yeast*, 81 frames, Colour.

4. *Batter Breads*.

5. *Muffin Making*, 64 frames, Colour.

Step-by-step demonstrations with reasons for each step.

NATIONAL FILM BOARD OF CANADA, P.O. Box 6100, Montreal 3, Quebec.

(Branches in each province.)

1. *The Internal Triangle*, 50 frames, Colour.

Two teen-agers learn about a well-balanced diet.

2. *What Breakfast Did For Emily*, 46 frames, Colour.

An adequate breakfast for teen-agers is illustrated.

3. *A Loaf of Bread*, 23 frames, Colour.
The story of bread from farmer to the baker.
 4. *An Animated Fish Cook Book*, 83 frames, Colour.
Step-by-step preparations of thirteen easy recipes.
 5. *How to Buy Fish*, 42 frames, Colour.
How to recognize quality, keep fresh, and serve fish.
 6. *The Way To Cook Fish*, 37 frames, Colour.
Four basic methods of cooking are illustrated.
 7. *Let's Serve Shellfish*, 48 frames, Colour.
Purchasing and preparation of shellfish.
 8. *Beef*, 64 frames, Colour.
How to buy and cook the various beef cuts.
 9. *Buy by Grade*, 43 frames, Colour.
A review of grade marks and their quality indications.
 10. *Canning Step by Step*, 43 frames, Black and White.
Instructions for preserving by various methods.
 11. *Freezing Fruits and Vegetables*, 40 frames, Black and White.
Demonstrates proper preparation and packing for freezing.
- POULTRY AND EGG NATIONAL BOARD**, 8 South Michigan Avenue,
Chicago 3, Ill.
1. *How to Cook a Chicken*—Five methods in detail.
 2. *How to Cook Eggs*—Full colour picture of methods of cooking eggs.
- SWIFT AND COMPANY**, Meat Films, Box 5405, Chicago 77, Ill.
How to Buy Meat the 3-T Way, 3 filmstrips.
Pictures the total meat to buy, shopping for tenderness wanted, and according to the time available.

LIVING WITH CHILDREN

FILMS

- ASSOCIATION FILMS**, Headquarters: 347 Madison Ave., New York 17, N.Y.
1. *Bathing Time for Baby* (Loan).
Instructive but entertaining Walt Disney production on baby bath.
 2. *Life with Baby*, Sd., 18 min. (March of Time), National Health Film Library.
How children grow (by group under Dr. Gesell).
- CANADIAN FILM INSTITUTE**, 1762 Carling Ave., Ottawa, Ontario.
He Acts His Age, Colour, 15 min.
Children 1 to 15 years of age at play.
- CORONET INSTRUCTIONAL FILMS**, Coronet Building, Chicago 1, Ill.
Helping in the Care of Younger Children, Colour or Black and White, 10 min.
Care of young children with ideal situations.
- GENERAL MILLS, INC.**, Film Library, 9200 Wayzata Blvd., Minneapolis 26, Minn., or National Health Film Library.
Food as Children See It, Sd., Colour, 2 reels, 18 min.
Meals for the pre-school child; avoiding food problems.
- MODERN TALKING PICTURE SERVICE, INC.**, 3 East 54th Street,
New York 22, N. Y.
Meal Time for John Henry, Sd., 27 min.
Story of a child's first year and its food needs.

YOUNG AMERICA FILMS, INC., 18 East 41st Street, New York 17, N. Y.
The Baby Sitter.

Training a girl for her job. Shows a night with a baby sitter.

NATIONAL HEALTH FILM LIBRARY, Canadian Film Institute, 142 Sparks
Street, Ottawa 4, Ont.

FILMSTRIPS

HEINZ (H. J.) COMPANY, P.O. Box 28, Pittsburgh, Pa.

ABC's of Baby Feeding, 85 frames, Colour.

Stresses emotional aspects as well as nutritional needs.

LOOKING YOUR BEST

FILMS

ASSOCIATION FILMS, Headquarters: 347 Madison Ave., New York 17, N. Y.

1. *Disciplined Story*, Sd., Colour, 14 min., free loan.

Shows how new fabrics are controlled for easy upkeep.

2. *Quality Control in Modern Merchandising*, Sd., Colour, 25 min., free loan.

Control of fabrics. Tests on shirts, sheets, blankets, trousers.

CANADIAN INDUSTRIES LIMITED, Motion Picture Section, P.O. Box 10,
Montreal, Quebec.

1. *Colour*, Sd., Colour, 16 min.

Development of modern dyestuffs.

2. *Point of New Departure*, Sd., Colour, 35 min.

Development of man-made fibres.

CORONET INSTRUCTIONAL FILMS, Coronet Bldg., 65 East S. Water Street,
Chicago 1, Ill.

1. *Clothes and You: Line and Proportion*, Sd., Colour or Black and White, 10 min.

Style clinic. Gives girls good ideas on application of basic principles of line and proportion to clothing selection.

2. *Good Grooming for Girls*, Sd., Colour or Black and White, 11 min.

Illustrates good grooming practices and develops interest in applying these practices.

DEERING, MILLIKEN, AND COMPANY, INC.

1407 Broadway, New York 16, N.Y.

Fabric Magic, Sd., Colour, 2 reels, 18 min.

Blends of Orlon, Dacron, and nylon with wool.

DuPONT de NEMOURS (E.I.) AND COMPANY

Motion Picture Distribution Section, Advertising Dept.,
Wilmington 98, Delaware.

Facts about Fabrics, Sd., 26 min., free loan.

Yarn construction, dyeing, finishing. Fabric care.

DuPONT OF CANADA LIMITED, Motion Picture Library, Box 660,
Montreal, Quebec.

1. *Cavalcade of Fibres*.

History of natural and man-made fibres.

2. *Hosiery Facts and Fashions*.

History, manufacture, and care of hosiery, with fashion hints.

MODERN TALKING PICTURE SERVICE, INC., 3 East 54th Street,
New York 22, N. Y.

1. *The Clean Look*, Sd., Colour, 30 min.
The "clean look plan" with easy steps to basic beauty care.
2. *The Story of Research*, Sd., Colour, 18 min., free loan.
Discovery of Orlon fibres.

WOOL BUREAU, INC., 16 West 46th Street, New York 36, N. Y.
The Seven Wonders of Wool, Sd., Colour.

FILMSTRIPS

DuPONT de NEMOURS (E.I.) AND COMPANY, Motion Picture Bureau,
Wilmington 98, Delaware.

1. *ABC's of Man-made Fibres.*
2. *Fibre to User.*
3. *Nylon, Orlon, and Dacron.*
4. *Properties Common to Nylon, Orlon, and Dacron.*
5. *Rayon and Acetate.*

For best use as an educational tool show the filmstrips in this order:
1, 5, 3, 4, 2.

DuPONT OF CANADA LIMITED, Product Information, Textile Fibres
Department, Box 660, Montreal, Quebec.
Test Tube Textiles.

Three strips dealing with natural and man-made fibres.

ENCYCLOPAEDIA BRITANNICA FILMS (CANADA) LTD., 67 Kipling Ave.
S., Toronto 18, Ont.

1. *How Cloth Is Made*, Colour.
Making a yarn and cloth.
2. *Material for Clothing*, Colour.
Sources and characteristics of natural and man-made fibres.

3. *The Clothing Factory*, Colour.
Processes from design to sale of garments in a modern factory.

HOUSEHOLD FINANCE CORPORATION, Money Management Institute,
85 Bloor St. E., Toronto, Ont.

Make Sense with Your Clothing Dollars, Colour, 93 frames.

Shows how wardrobe planning, buying, and care are put into practical
use in solving clothing problems.

McCALLS PATTERNS, Educational Dept., 114 East 31st St., New York 16, N.Y.
Series on Clothing Construction.

Drawings of construction details.

NATIONAL FILM BOARD OF CANADA, P.O. Box 6100, Montreal 3,
Quebec. (Branches in each province.)

1. *Fire Safety Hints for Baby Sitters, Part I*, 38 frames, Colour.
2. *Fire Safety Hints for Baby Sitters, Part II*, 39 frames, Colour.
Illustrates responsibilities of a baby sitter and how to observe simple
fire safety rules.

PENNEY (J. C.) COMPANY, INC., Consumer Service, 330 West 34th Street,
New York 1, N. Y.

1. *How to Make a Blouse.*
2. *How to Fit a Pattern.*
3. *How to Make a Skirt the Modern Way.*

SINGER SEWING MACHINE COMPANY. Order through nearest Singer Sewing Centre.

1. *Machine Sewing*, 25 min.
Threading and common adjustments.
2. *Tales of Two Seams*, 10 min.
How to avoid sewing pitfalls.

YOUNG AMERICA FILMS, 18 East 41st St., New York 17, N. Y.

Good Grooming for Boys.

Illustrates sound and accepted grooming procedures.

1. *Clean as a Whistle*, 40 frames.
Personal cleanliness.
2. *Fit as a Fiddle*, 39 frames.
Physical fitness contributes to good appearance.
3. *Strictly Business*, 40 frames.
Importance of appearance and manner when job seeking.
4. *Time to Attire*, 39 frames.
Care and selection of clothes and accessories.

TEEN-AGERS AT HOME

FILMS

ASSOCIATION FILMS, Headquarters: 347 Madison Ave., New York 17, N. Y.

1. *Man of Action*, Colour cartoon.
Developing interest in maintaining a good neighbourhood.
2. *How to be a Successful Hostess*, Sd., Colour, 27 min.
Hints for entertaining.

ENCYCLOPAEDIA BRITANNICA FILMS (CANADA) LTD., 67 Kipling Ave. S., Toronto 18, Ont.

1. *A Date With Your Family*, Sd., 10 min.
Happy family life.
2. *Obligations*, Sd., 17 min.
Fair distribution of work and responsibilities is stressed.

HARTLEY PRODUCTIONS, INC., 339 E. 48th Street, New York 36, N. Y.

Miracle under Foot, Sd., Colour, 1 reel, 15 min.
Decorating on a budget.

McGRAW-HILL FILMS, Text-Film Dept., McGraw-Hill Book Co.,

330 West 42nd Street, New York 36, N. Y.

2 Sets of 6 correlated with *Illustrated Handbook of Simple Nursing*.

MODERN TALKING PICTURE SERVICE, 3 East 54th St., New York 22, N.Y.

1. *As Your Home Goes*, Sd., 14 min.
Home maintenance for individual and community well-being.
2. *Beauty and the Bride*, Sd., Colour, 27 min.
Story drama shows use of waxes in the home.
3. *Bright Future*, Sd., Colour, 26 min.
Correct lighting for the home.
4. *How We Did Our Kitchen*, Sd., Colour, 18 min.
How family improved their unattractive kitchen by their own efforts.

FILMSTRIPS

HOUSEHOLD FINANCE CORPORATION, Money Management Institute,
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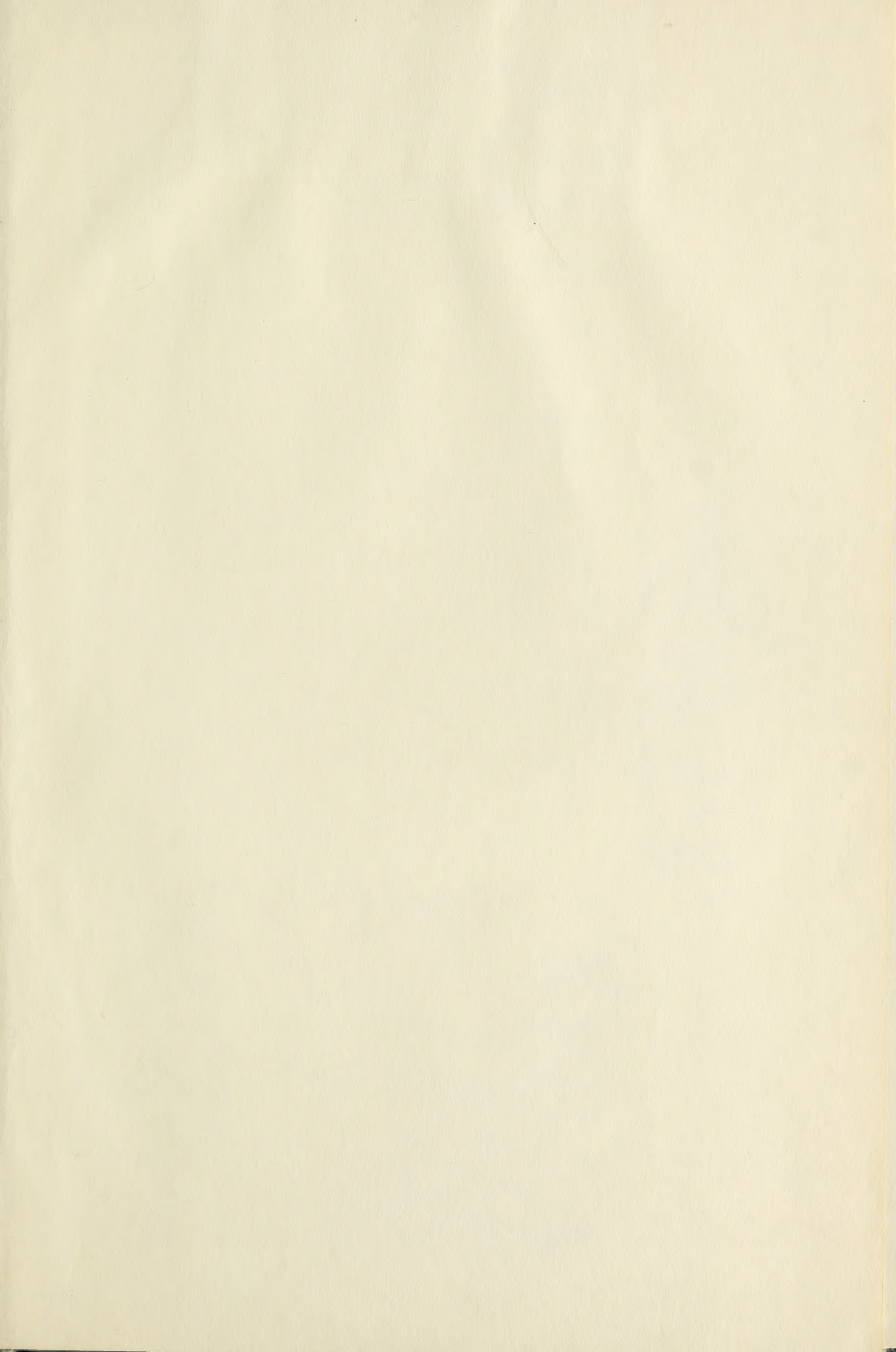
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